

SUMMER OASIS 2017 STUDENT LEVEL DATA HANDBOOK FOR SCHOOLS AND DISTRICTS

Due Date: July 15, 2017

**Include every student who has attended or transferred at any time
from July 1, 2016 to June 30, 2017**

Last Update: May 17, 2017



Table of Contents

2017 Changes.....	3
Instructions	5
Data Elements	6
Appendix A: Race/Ethnicity Descriptions.....	24
<i>Race/Ethnicity Codes - DEED Guidance</i>	<i>25</i>
Appendix B: Guidance on Determining Economically Disadvantaged Status	26
<i>Collection and Use of Income Data for Economically Disadvantaged Status for Title I and School Accountability – DEED Guidance</i>	<i>27</i>
Appendix C: English Learners.....	29
Appendix D: 4 AAC 07.060. Student Records.....	30
Appendix E: Homeless Definition.....	31
Appendix F: State Report Manager (SRM) System Submission Process	32
Appendix G: State Report Manager (SRM) System Validation Rules	37
Appendix H: Disability Definitions	45
Appendix I: Alaska Performance Scholarship Program	47
Appendix J: Migratory Child Definition.....	52
Appendix K: State Report Manager (SRM) Record Layout.....	53
Appendix L: A Guide to Frequently Asked Questions.....	55
<i>AgDA/AgDM Questions.....</i>	<i>55</i>
<i>Special Education Questions</i>	<i>57</i>
<i>Completion Questions.....</i>	<i>57</i>
<i>Dropout Questions.....</i>	<i>60</i>
<i>Free-Lunch & Low-Income Questions</i>	<i>62</i>
<i>English Learner Questions</i>	<i>62</i>
<i>Entry/Exit Questions</i>	<i>63</i>
<i>Alaska Performance Scholarship Questions.....</i>	<i>65</i>
<i>Migrant Questions</i>	<i>66</i>
<i>Active Duty Parent/Guardian Questions</i>	<i>66</i>

2017 Changes

(All new changes will be highlighted in green)

New Element:

- *Full Day Unexcused Absence* (Conditional, not required for PK)
 - This indicates the total number of days where a student was considered absent from school for a full day for an unexcused reason

Changes within Elements:

- Exit/Withdrawal Type values 8, 19, and 98 are no longer valid
- *LEP Status* is now *EL Status (EL_Status)*
 - Language in all values replaces the term *LEP* with the term *English Learner*
- *LEP Language Type* is now *EL Language Type (EL_Language)*
 - Language in value 99 has been changed from “Not an LEP student” to “Not an English Learner”
- *ELP Not Assessed Reason*
 - Language in value 5 has been changed from “District did not receive LEP identification...” to “District did not receive English Learner identification...”
 - Language in value 6 has been changed from “Student was misidentified or miscoded as LEP student...” to “Student was misidentified or miscoded as an English Learner...”
 - Language in value 8 has been changed from “...initial LEP identification...” to “...initial English Learner identification...”
 - New value 9 is “Other Reason (a reason must be listed in the Notes field)”
- *Target Graduation Year* now includes 2020

New Errors:

- 74407 – *FullDayUnexcused* must be blank or greater than or equal to zero
- 74709 – *FullDayUnexcused* is required for grades KG-12
- 74714 – The number of *FullDayUnexcusedAbsences* must be less than or equal to *AgDM* – *AgDA*
- 74715 – Students with *ExitType* = 13 or 14 must also be enrolled on the last day of school
- 74729 – If *TransGenEd* = N or X then *TransGenEdDate* must be null
- 74730 – If *ELPNotAssessed* = 9 then *Notes* must not be null
- 74734 – A student may not have two records with graduation codes (*ExitType* = 7, 15, 22)
- 74746 – A student with *ExitType* = 12 must have an *EntryDate* and *ExitDate* and *EntryType* <> 0
- 74756 – A student identified as an English Learner (L1, LP) in Participation Rate must be reported as an English Learner (L1, LP, LT) in Summer OASIS
- 74757 – A student identified as not an English Learner (M1, M2, X) must have *ELLanguage* = 99
- 74758 – A student may not have a record with an *EntryDate* more recent than the *ExitDate* of the student’s reported graduation
- 74759 – A student who is reported as *EnrolledLastDay* = Y must have an *ExitDate* equal to the last day of school reported on the school calendar
- 74760 – A student who is reported as *EnrolledLastDay* = N must have an *ExitDate* not equal to the last day of school reported on the school calendar
- 74771 – A school may not have all students identified as *EnrolledLastDay* = N
- 74772 – If *TransGenEd* = Y then *TransGenEdDate* must be within the current school year
- 74773 – A KG-12 student reported with *Days* > 0 in Fall OASIS must have at least one record where *EntryType* <> 0 and where *AgDA* and *AgDM* are both > 0
- 74793 – Students with an *ExitType* = 18 must have had an *ExitType* = 9, 19, or 20 in a prior year’s Summer OASIS submission

Changed Errors or Warnings:

- 74000 (Modification) – *Full Day Unexcused Absences* is a newly required field (except PK)

- 74205 (Exception) – If a student is reported as a summer transfer or summer dropout, then the School ID of a closed school may be used if the school was open in the prior year
- 74213 (Verbiage) – *LEP Status is Invalid* is now *EL Status is Invalid*
- 74214 (Verbiage) – *LEP Language is Invalid* is now *EL Language is Invalid*
- 74226 (Modification) – *ELPNotAssessed* must be an integer (1-9)
- 74705 (Verbiage) – *LEP Language Mismatch* is now *EL Language Mismatch* and all references to *LEP* in the Detail Message have been changed to *English Learner*
- 74708 (Verbiage) – *Language for Non LEP Student* is now *Language for Non EL Student* and Detail Message has been changed to *Student that is not considered an English Learner has been assigned a Bilingual/English Learner Language*
- 74708 (Modification) – *Language for Non EL Student* now applies to students in monitoring status (M1, M2) as well as not identified students (X)
- 74710 (Verbiage) The Detail Message language replaces *LEP Language Type* with *English Learner Language Type*
- 74723 (Verbiage) *LEPLanguage* is now *ELLanguage*
- 74726 (Modification) Exit Type = 8 is no longer a valid value
- 74731 (Verbiage) *LEPStatus* is now *ELStatus*
- 74736 (Modification) These data should only be provided for graduates – i.e., those with ExitType = 7, 15, or 22 (8 and 98 are no longer valid values)
- 74737 (Modification) When ExitType = 7, 15, or 22, then CollegiateEligibility and CareerEligibility must be reported (8 and 98 are no longer valid values)
- 74742 (Verbiage) Changed *Returning Special Education Student Who Is Not Disabled* to *Returning Special Education Certificate Recipient Who Is Not Disabled*
- 74749 (Verbiage) *LEP* is now *ELStatus*
- 74750 (Modification) Exit Types 22 and 98 have been added to the list of codes that will prevent prior year completers from being issued a second certificate
- 74779 (Modification) When Grade = AD, ExitType must be 22 (98 is no longer a valid value)
- 74782 (Modification) When ExitType = 22, Grade must be AD (98 is no longer a valid value)
- 74795 (Modification) Exit Types 22 and 98 have been added to the list of prior year codes that prevent a student from being included in the current year's Summer OASIS

Deleted Errors or Warnings:

- 74715 – Graduates with waiver must have waiver on file
- 74729 – Graduates must take a College and Career Ready Assessment
- 74788 – Exit Type 98 must have CollegiateEligibility = 0 and CareerEligibility = 0
- 74793 – Student with Exit Type 98 must have another record with ExitType = 19

For further information, contact:

Eric Caldwell, Research Analyst III
 Department of Education & Early Development
 Telephone: (907) 465-8435
 FAX: (907) 465-8400
 Email: eric.caldwell@alaska.gov

Dates to remember:

Due: July 15, 2017

Preferred by: June 30, 2017

Late/Incomplete Notification to Director of Assessments: August 1, 2017

Instructions

1. Districts will submit the data elements defined in this data dictionary for each student who was enrolled in your school district during the 2016-2017 school year through the State Report Manager (SRM) at <https://srm.eed.state.ak.us/srm>

Note: Students that have dropped out or transferred during the summer of 2016 should be reported, but with blank Entry and Exit Dates. For summer dropouts, use an Entry Type of 0 and an Exit Type of 0 (see *FAQ #25*.) For summer transfers, use an Entry Type of 0 and the Exit Type that matches the type of student transfer. In either situation, leave AgDA and AgDM null (see *FAQ #49*).

To accommodate the different computer systems in Alaska and to facilitate data reporting, districts have two file format options for reporting data:

- Tab-delimited (.TXT)
- Comma-separated (.CSV)

For further instructions on submitting through SRM, please see Appendix F. Additionally, this year the Department of Education and Early Development (DEED) is providing a test environment for SRM at <https://srmttest.education.alaska.gov/srm/>. If your district is unable to submit the file using SRM contact Eric Caldwell at eric.caldwell@alaska.gov for assistance.

2. After the completed data file is submitted, you will immediately receive a validation summary report that lists errors that need to be corrected and warnings where verification is needed.
3. Make corrections in original file.

For list of validation rules and error message details, please see Appendix G.

4. Re-submit corrections through SRM. Repeat steps 1-3 until data is free of errors.
5. Certify/verify data is accurate through SRM.

Data is due to DEED by July 15, 2017.

Note: The State Report Manager (SRM) is an online automated data collection process where you will upload your file and receive immediate data validation.

Data Elements

(New text in green)

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>
REQUIRED	1	Alaska Student Identification Number Student's unique Alaska Student Identification number. No student data will be accepted without a valid student ID number. The student's birth date must also match the associated student ID number. <div style="display: flex; justify-content: space-between;"> <div> <u>Example</u> 999999 </div> <div> <u>Description</u> Leading zeros are no longer required but are acceptable </div> </div>
OPTIONAL	2	District Student Identification Number Unique student identifier the school district uses internally to identify individual students. Note: This number is not to be confused with the Alaska Student Identification number.
REQUIRED	3	Student Name – Last Student's last name
REQUIRED	4	Student Name – First Student's first name
OPTIONAL (Required if present)	5	Student Name – Middle (or Middle Initial) Student's middle name or initial Note: Do not include Jr., Sr., II, III, commas, etc., in elements 3, 4, or 5. If you do, the Student ID System will not match and will result in an error message being generated in Edit Report.
OPTIONAL	6	Name Suffix An appendage, if any, used to denote a student's generation in his family (e.g., Jr., Sr., II, III). Periods are acceptable.
REQUIRED	7	City/Town/Village Name of the city, town, or village where the student lives.
REQUIRED	8	Zip Code Zip or postal code where the student lives, <i>excluding delimiters or blank spaces</i> .
REQUIRED	9	Birth Date Student's date of birth Format: MM/DD/YY or MM/DD/YYYY
REQUIRED	10	Gender Student's gender <div style="display: flex; justify-content: space-between;"> <div> <u>Code</u> F M </div> <div> <u>Description</u> Female Male </div> </div>

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>																																
REQUIRED	11	Race or Ethnicity Student's racial or ethnic background <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>1</td><td>White (Caucasian)</td></tr><tr><td>2</td><td>African American</td></tr><tr><td>3</td><td>Hispanic (All Students of Hispanic/Latino ethnicity must be reported as Hispanic, regardless of their race)</td></tr><tr><td>4</td><td>Asian</td></tr><tr><td>5</td><td>American Indian</td></tr><tr><td>6</td><td>Alaska Native</td></tr><tr><td>7</td><td>Two or More Races (Do not include individuals that have identified themselves as Hispanic/Latino)</td></tr><tr><td>8</td><td>Native Hawaiian or Pacific Islander</td></tr></table> <i>(Please see Appendix A for Race/Ethnicity Descriptions and for Race/Ethnicity coding guidance.)</i>	<u>Code</u>	<u>Description</u>	1	White (Caucasian)	2	African American	3	Hispanic (All Students of Hispanic/Latino ethnicity must be reported as Hispanic, regardless of their race)	4	Asian	5	American Indian	6	Alaska Native	7	Two or More Races (Do not include individuals that have identified themselves as Hispanic/Latino)	8	Native Hawaiian or Pacific Islander														
<u>Code</u>	<u>Description</u>																																	
1	White (Caucasian)																																	
2	African American																																	
3	Hispanic (All Students of Hispanic/Latino ethnicity must be reported as Hispanic, regardless of their race)																																	
4	Asian																																	
5	American Indian																																	
6	Alaska Native																																	
7	Two or More Races (Do not include individuals that have identified themselves as Hispanic/Latino)																																	
8	Native Hawaiian or Pacific Islander																																	
REQUIRED	12	School Identification Number School code as assigned by DEED. The first two digits represent the district number while the last four digits represent the school number. Leading zeros are not required but are acceptable. <i>(See http://education.alaska.gov/Alaskan_Schools/Public/DistrictandSchoolIDs.pdf for School Numbers)</i>																																
REQUIRED	13	Student Grade Level This is a code identifying the grade level of the student. A leading zero is not required, but is acceptable for Codes 1-9. <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>PK</td><td>Pre-Kindergarten</td></tr><tr><td>KG</td><td>Kindergarten</td></tr><tr><td>1</td><td>First grade</td></tr><tr><td>2</td><td>Second grade</td></tr><tr><td>3</td><td>Third grade</td></tr><tr><td>4</td><td>Fourth grade</td></tr><tr><td>5</td><td>Fifth grade</td></tr><tr><td>6</td><td>Sixth grade</td></tr><tr><td>7</td><td>Seventh grade</td></tr><tr><td>8</td><td>Eighth grade</td></tr><tr><td>9</td><td>Ninth grade</td></tr><tr><td>10</td><td>Tenth grade</td></tr><tr><td>11</td><td>Eleventh grade</td></tr><tr><td>12</td><td>Twelfth grade</td></tr><tr><td>AD</td><td>Adult (previously exited diploma recipient only)</td></tr></table> <i>(See FAQ #50 regarding the use of AD)</i>	<u>Code</u>	<u>Description</u>	PK	Pre-Kindergarten	KG	Kindergarten	1	First grade	2	Second grade	3	Third grade	4	Fourth grade	5	Fifth grade	6	Sixth grade	7	Seventh grade	8	Eighth grade	9	Ninth grade	10	Tenth grade	11	Eleventh grade	12	Twelfth grade	AD	Adult (previously exited diploma recipient only)
<u>Code</u>	<u>Description</u>																																	
PK	Pre-Kindergarten																																	
KG	Kindergarten																																	
1	First grade																																	
2	Second grade																																	
3	Third grade																																	
4	Fourth grade																																	
5	Fifth grade																																	
6	Sixth grade																																	
7	Seventh grade																																	
8	Eighth grade																																	
9	Ninth grade																																	
10	Tenth grade																																	
11	Eleventh grade																																	
12	Twelfth grade																																	
AD	Adult (previously exited diploma recipient only)																																	

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>																														
REQUIRED	14	<p>Disability This code is used to identify children with disabilities receiving special education and related services according to an individualized education program (IEP). A leading zero for codes 0-9 is not required but is acceptable.</p> <p>Note: Codes 2-14 should include all children who had an IEP on file and received special education services at any time during July 1, 2016 to June 30, 2017.</p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>0</td><td>Not receiving special education services</td></tr><tr><td>2</td><td>Cognitive Impairment</td></tr><tr><td>3</td><td>Hearing Impaired – Includes Deaf</td></tr><tr><td>4</td><td>Speech or Language Impairment</td></tr><tr><td>5</td><td>Visual Impairment</td></tr><tr><td>6</td><td>Emotional Disturbance</td></tr><tr><td>7</td><td>Orthopedic Impairment</td></tr><tr><td>8</td><td>Other Health Impairment</td></tr><tr><td>9</td><td>Specific Learning Disability</td></tr><tr><td>10</td><td>Deaf-Blindness</td></tr><tr><td>11</td><td>Multiple Disabilities</td></tr><tr><td>12</td><td>Autism</td></tr><tr><td>13</td><td>Traumatic Brain Injury</td></tr><tr><td>14</td><td>Developmentally Delayed</td></tr></table> <p>(See FAQs #7 and #8. For Disability Definitions, please see Appendix H.)</p>	<u>Code</u>	<u>Description</u>	0	Not receiving special education services	2	Cognitive Impairment	3	Hearing Impaired – Includes Deaf	4	Speech or Language Impairment	5	Visual Impairment	6	Emotional Disturbance	7	Orthopedic Impairment	8	Other Health Impairment	9	Specific Learning Disability	10	Deaf-Blindness	11	Multiple Disabilities	12	Autism	13	Traumatic Brain Injury	14	Developmentally Delayed
<u>Code</u>	<u>Description</u>																															
0	Not receiving special education services																															
2	Cognitive Impairment																															
3	Hearing Impaired – Includes Deaf																															
4	Speech or Language Impairment																															
5	Visual Impairment																															
6	Emotional Disturbance																															
7	Orthopedic Impairment																															
8	Other Health Impairment																															
9	Specific Learning Disability																															
10	Deaf-Blindness																															
11	Multiple Disabilities																															
12	Autism																															
13	Traumatic Brain Injury																															
14	Developmentally Delayed																															
REQUIRED	15	<p>IEP in Place on July 1 This code is used to identify students who had an IEP in place in Alaska on July 1, 2016.</p> <p>Note: A Y(es) or N(o) entry here requires a Disability Code 2-14 be present.</p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes – this student had an IEP in place in Alaska on July 1, 2016. Include any student who was being served under IDEA Part B last year, who returned this year and is still being served by special education. Also include any students who were new to Alaska last summer who had an IEP in place by July 1, 2016.</td></tr><tr><td>N</td><td>No – although this student was on an IEP at some point during the reporting period (July 1, 2016 to June 30, 2017), it was not in place on July 1, 2016 in Alaska. In other words, this student either arrived in Alaska after July 1, 2016 or did not receive an IEP designation until after July 1, 2016.</td></tr><tr><td>X</td><td>This student was not on an IEP at any point during the reporting period.</td></tr></table> <p>(See FAQs #8 and #9.)</p>	<u>Code</u>	<u>Description</u>	Y	Yes – this student had an IEP in place in Alaska on July 1, 2016. Include any student who was being served under IDEA Part B last year, who returned this year and is still being served by special education. Also include any students who were new to Alaska last summer who had an IEP in place by July 1, 2016.	N	No – although this student was on an IEP at some point during the reporting period (July 1, 2016 to June 30, 2017), it was not in place on July 1, 2016 in Alaska . In other words, this student either arrived in Alaska after July 1, 2016 or did not receive an IEP designation until after July 1, 2016.	X	This student was not on an IEP at any point during the reporting period.																						
<u>Code</u>	<u>Description</u>																															
Y	Yes – this student had an IEP in place in Alaska on July 1, 2016. Include any student who was being served under IDEA Part B last year, who returned this year and is still being served by special education. Also include any students who were new to Alaska last summer who had an IEP in place by July 1, 2016.																															
N	No – although this student was on an IEP at some point during the reporting period (July 1, 2016 to June 30, 2017), it was not in place on July 1, 2016 in Alaska . In other words, this student either arrived in Alaska after July 1, 2016 or did not receive an IEP designation until after July 1, 2016.																															
X	This student was not on an IEP at any point during the reporting period.																															

Status	Element Number	Element Description								
REQUIRED	16	<p>Transfer to General Education This code is used to identify students with an IEP who transfer to general education at some point during the reporting period.</p> <p>This includes students who were receiving special education services at some point in the school year prior to consent for services being revoked. (Services may be revoked by a parent <u>or</u> by a student who is 18 years or older.) If consent was revoked, use the date that consent was revoked as the date that the student transferred to general education.</p> <p>Note: A Y(es) or N(o) entry here requires a Disability code 2-14 be present.</p> <table><tr><th>Code</th><th>Description</th></tr><tr><td>Y</td><td>Yes - this student had an IEP in place at some point during the reporting period, then transferred to general education sometime during the period of July 1, 2016 to June 30, 2017. This means the student is still in school, but no longer receiving special education services. Students who leave special education because they left school (graduated, dropped out, etc.) should not be marked Y based on these exit events.</td></tr><tr><td>N</td><td>No - this student has an IEP and did not transfer to general education sometime during the period of July 1, 2016 to June 30, 2017. In other words, this student continues to be served under IDEA, Part B or left school without transferring to general education.</td></tr><tr><td>X</td><td>This student is not a special education student.</td></tr></table> <p>(See FAQ #10.)</p>	Code	Description	Y	Yes - this student had an IEP in place at some point during the reporting period, then transferred to general education sometime during the period of July 1, 2016 to June 30, 2017. This means the student is still in school , but no longer receiving special education services. Students who leave special education because they left school (graduated, dropped out, etc.) should not be marked Y based on these exit events.	N	No - this student has an IEP and did not transfer to general education sometime during the period of July 1, 2016 to June 30, 2017. In other words, this student continues to be served under IDEA, Part B or left school without transferring to general education.	X	This student is not a special education student.
Code	Description									
Y	Yes - this student had an IEP in place at some point during the reporting period, then transferred to general education sometime during the period of July 1, 2016 to June 30, 2017. This means the student is still in school , but no longer receiving special education services. Students who leave special education because they left school (graduated, dropped out, etc.) should not be marked Y based on these exit events.									
N	No - this student has an IEP and did not transfer to general education sometime during the period of July 1, 2016 to June 30, 2017. In other words, this student continues to be served under IDEA, Part B or left school without transferring to general education.									
X	This student is not a special education student.									
CONDITIONAL	17	<p>Transfer to General Education Date Used only if Transfer to General Education = Y</p> <p>This is the date that the student with an IEP transferred to general education during the reporting period (July 1, 2016 to June 30, 2017).</p> <p>Format: MM/DD/YY or MM/DD/YYYY</p> <p>Note: An entry here requires that a Disability code 2-14 be present.</p>								
CONDITIONAL	18	<p>Entry Date This indicates the initial date of membership on which a student enrolled in school and began to receive instructional services during the current school year. For students who enter at the beginning of the school year, list the first official day of student attendance.</p> <p>If the student entered and exited multiple times during the school year, a separate record should be created for each occurrence. Additional records must include the actual date of re-entry <u>for each specific occurrence</u> (see FAQs #43 and #45 for more information on multiple entry/exits and/or concurrent enrollments). Leave blank for Prior Summer Graduates (FAQ</p>								

Status	Element Number	Element Description																										
		#15), Summer Dropouts (FAQ #25), Summer Transfers (FAQ #49), and 2014-2015 or 2015-2016 Certificate of Achievement recipients who took a CCRA and were subsequently issued a diploma (FAQ #20). Format: MM/DD/YY or MM/DD/YYYY																										
REQUIRED	19	Entry Type This is the process by which a student enters a school during the current school year. For the purposes of this data collection, every school entry by the student during the current school year must be included (see FAQs #43 through #53 for comprehensive entry/exit guidance). A leading zero for Codes 0 - 9 is not required but is acceptable. Do not report a new entry for a student who is promoted or demoted in grade mid-year, including for an early graduate (FAQ #19), unless the student entered a different school within the district. <table><thead><tr><th>Code</th><th>Description</th></tr></thead><tbody><tr><td>0</td><td>Non-enrolled student: Summer dropout, summer graduate, former student subsequently issued a diploma, or Interstate Compact graduate. (See FAQs #15, #16, #20, #25, & #28)</td></tr><tr><td>1</td><td>Transfer from a public school in the same school district</td></tr><tr><td>2</td><td>Transfer from a public school in a different school district within Alaska</td></tr><tr><td>3</td><td>Transfer from a public school in a different state or country</td></tr><tr><td>4</td><td>Transfer from home schooling (non-district sponsored)</td></tr><tr><td>5</td><td>Transfer from a private school</td></tr><tr><td>6</td><td>Transfer from an institution (with an educational program)</td></tr><tr><td>7</td><td>Re-Entry after a voluntary withdrawal from same school (e.g., prolonged illness, temporary disability, or dropping out)</td></tr><tr><td>8</td><td>Re-Entry after an involuntary withdrawal from same school (e.g., expulsion)</td></tr><tr><td>9</td><td>Natural Progression - Initial Entry for school year (student is new to the school – this includes students such as former elementary students who are now in a physically different middle/high school for the first time)</td></tr><tr><td>10</td><td>Returning Student (was enrolled at the same school at the end of the preceding school year)</td></tr><tr><td>11</td><td>Transfer from a credit recovery program (see FAQ #51)</td></tr></tbody></table>	Code	Description	0	Non-enrolled student: Summer dropout, summer graduate, former student subsequently issued a diploma, or Interstate Compact graduate. (See FAQs #15, #16, #20, #25, & #28)	1	Transfer from a public school in the same school district	2	Transfer from a public school in a different school district within Alaska	3	Transfer from a public school in a different state or country	4	Transfer from home schooling (non-district sponsored)	5	Transfer from a private school	6	Transfer from an institution (with an educational program)	7	Re-Entry after a voluntary withdrawal from same school (e.g., prolonged illness, temporary disability, or dropping out)	8	Re-Entry after an involuntary withdrawal from same school (e.g., expulsion)	9	Natural Progression - Initial Entry for school year (student is new to the school – this includes students such as former elementary students who are now in a physically different middle/high school for the first time)	10	Returning Student (was enrolled at the same school at the end of the preceding school year)	11	Transfer from a credit recovery program (see FAQ #51)
Code	Description																											
0	Non-enrolled student: Summer dropout, summer graduate, former student subsequently issued a diploma, or Interstate Compact graduate. (See FAQs #15, #16, #20, #25, & #28)																											
1	Transfer from a public school in the same school district																											
2	Transfer from a public school in a different school district within Alaska																											
3	Transfer from a public school in a different state or country																											
4	Transfer from home schooling (non-district sponsored)																											
5	Transfer from a private school																											
6	Transfer from an institution (with an educational program)																											
7	Re-Entry after a voluntary withdrawal from same school (e.g., prolonged illness, temporary disability, or dropping out)																											
8	Re-Entry after an involuntary withdrawal from same school (e.g., expulsion)																											
9	Natural Progression - Initial Entry for school year (student is new to the school – this includes students such as former elementary students who are now in a physically different middle/high school for the first time)																											
10	Returning Student (was enrolled at the same school at the end of the preceding school year)																											
11	Transfer from a credit recovery program (see FAQ #51)																											
CONDITIONAL	20	Exit/Withdrawal Date This indicates the final date of membership before the student officially exits school. If the student entered and exited school multiple times during the school year, a separate record should be created for each occurrence. When a student enters and withdraws from the same school more than once in a school year, the exit date must reflect the final date of membership for each <u>specific occurrence</u> (see FAQs #43 and #45 for more information on multiple entry/exits and/or concurrent enrollments). Early graduation <u>is not</u> considered a new enrollment occurrence (see FAQ #19). For those students who are expected to continue in school the following school year, use the official last day of school. For students who left school before the end of the school year, use the date on which it became known																										

Status	Element Number	Element Description																						
		officially that student left school. Leave blank for Summer Dropouts (see FAQ #25). For prior summer graduates, previously exited graduates, and Interstate Compact graduates enter the date the diploma was issued (see FAQs #15 and #16). Format: MM/DD/YY or MM/DD/YYYY																						
REQUIRED	21	Exit/Withdrawal Type This is used to indicate the circumstances under which the student exited from membership in a school at the end of the school year or earlier. A leading zero for Codes 1 - 8 is not required but is acceptable. Do not report a separate exit event for a student who is promoted or demoted in grade mid-year unless the student has entered a different school within the district. This applies to early graduates as well. Districts are <u>strongly discouraged</u> from creating a separate exit event for the sole purpose of listing an early graduate as a grade 12 student (see FAQ #19). Note(s): Students receiving a diploma should be counted only once in the July 1- June 30 window; Exit Code 17 is used to identify a graduate's non-primary school (see FAQs #43 through #53 for comprehensive entry/exit guidance). <table><tr><th>Code</th><th>Description</th></tr><tr><td>0</td><td>Summer dropout (see FAQ #25)</td></tr><tr><td>1</td><td>Transfer to a public school in the same school district.</td></tr><tr><td>2</td><td>Transfer to a public school in a different school district within Alaska</td></tr><tr><td>3</td><td>Transfer to a public school in a different state or country.</td></tr><tr><td>5</td><td>Transfer to a private school.</td></tr><tr><td>6</td><td>Transfer to an institution (with a diploma-track educational program).</td></tr><tr><td>7</td><td>Graduated with regular diploma</td></tr><tr><td>10</td><td>Death</td></tr><tr><td>11</td><td>Student reached maximum age for services and did not receive a diploma or 12th grade certificate of achievement. A general education student is of school age until reaching the age of 20 (AS 14.03.070). A student with a disability may receive services until reaching the age of 22 (AS 14.30.180). This code is used when a student will be statutorily ineligible for services in the following school year. (See FAQ #11).</td></tr><tr><td>12</td><td>DROPPED OUT (Discontinued Schooling); Reasons include: pursuing GED, entering military, employment, family problems, pregnancy, alcohol/drug dependency, failing, truancy, administrative drop, expulsion due to behavior, illness, transfer to non-district sponsored home schooling, or left for unknown reasons without a formal request for transfer of records, including kindergarteners who discontinue. (see FAQ #24)</td></tr></table>	Code	Description	0	Summer dropout (see FAQ #25)	1	Transfer to a public school in the same school district.	2	Transfer to a public school in a different school district within Alaska	3	Transfer to a public school in a different state or country.	5	Transfer to a private school.	6	Transfer to an institution (with a diploma-track educational program).	7	Graduated with regular diploma	10	Death	11	Student reached maximum age for services and did not receive a diploma or 12th grade certificate of achievement. A general education student is of school age until reaching the age of 20 (AS 14.03.070). A student with a disability may receive services until reaching the age of 22 (AS 14.30.180). This code is used when a student will be statutorily ineligible for services in the following school year. (See FAQ #11).	12	DROPPED OUT (Discontinued Schooling); Reasons include: pursuing GED, entering military, employment, family problems, pregnancy, alcohol/drug dependency, failing, truancy, administrative drop, expulsion due to behavior, illness, transfer to non-district sponsored home schooling, or left for unknown reasons without a formal request for transfer of records, including kindergarteners who discontinue. (see FAQ #24)
Code	Description																							
0	Summer dropout (see FAQ #25)																							
1	Transfer to a public school in the same school district.																							
2	Transfer to a public school in a different school district within Alaska																							
3	Transfer to a public school in a different state or country.																							
5	Transfer to a private school.																							
6	Transfer to an institution (with a diploma-track educational program).																							
7	Graduated with regular diploma																							
10	Death																							
11	Student reached maximum age for services and did not receive a diploma or 12th grade certificate of achievement. A general education student is of school age until reaching the age of 20 (AS 14.03.070). A student with a disability may receive services until reaching the age of 22 (AS 14.30.180). This code is used when a student will be statutorily ineligible for services in the following school year. (See FAQ #11).																							
12	DROPPED OUT (Discontinued Schooling); Reasons include: pursuing GED, entering military, employment, family problems, pregnancy, alcohol/drug dependency, failing, truancy, administrative drop, expulsion due to behavior, illness, transfer to non-district sponsored home schooling, or left for unknown reasons without a formal request for transfer of records, including kindergarteners who discontinue. (see FAQ #24)																							

Status	Element Number	Element Description						
		<div><div>13</div><div>Ended year as a 12th grader and is expected to return next school year as a 12th grader.</div></div> <div><div>14</div><div>Ended year as a PK-11th grader and is expected to continue on the next school year (a regular returning student).</div></div> <div><div>15</div><div>Prior summer graduate enrolled in 2015-2016, received diploma during July or August 2016 (see FAQ # 15).</div></div> <div><div>17</div><div>Not the primary school of record. (This code is to be used only when there are multiple records for a student that is graduating. This code will discern which school or schools will not be credited with the graduation for cohort purposes. See FAQ #12.)</div></div> <div><div>18</div><div>Student receiving Special Education services who received a Certificate of Achievement or a Certificate of Attendance in a previous year and returned to school for only <u>Special Education transition services</u> this year. To use this code, the student must have a disability code 2-14 and must have received a Certificate of Achievement or a Certificate of Attendance in a previous school year.</div></div> <div><div>20</div><div>Earned a Certificate of Attendance (a certificate earned by a student who is not able to complete regular or substitute courses described in 4 AAC 06.078(a), takes the alternate assessment described in 4 AAC 06.775(b), and completes at least 4 years of attendance in high school)</div></div> <div><div>21</div><div>Earned a Certificate of Completion (a certificate earned by a student who is not able to complete regular or substitute courses described in 4 AAC 06.078(a), takes the alternate assessment described in 4 AAC 06.775(b), and completes the IEP goals)</div></div> <div><div>22</div><div>2014-2015 or 2015-2016 Certificate of Achievement recipient who was subsequently issued a diploma after receiving a valid score on a College and Career Ready Assessment (see FAQ #20).</div></div>						
REQUIRED	22	Enrollment – Last Day of School This identifies if the student was enrolled on the last day of the school year for this student’s row/record. A Y(es) entry will be questioned if the student has been previously exited from the school and not re-entered. <table><tr><th>Code</th><th>Description</th></tr><tr><td>Y</td><td>Yes - this student was enrolled the last day of school for this student row/record.</td></tr><tr><td>N</td><td>No - this student was not enrolled the last day of school for this student row/record.</td></tr></table>	Code	Description	Y	Yes - this student was enrolled the last day of school for this student row/record.	N	No - this student was not enrolled the last day of school for this student row/record.
Code	Description							
Y	Yes - this student was enrolled the last day of school for this student row/record.							
N	No - this student was not enrolled the last day of school for this student row/record.							

Status	Element Number	Element Description														
REQUIRED	23	<p>English Learner Status</p> <p>Indicate whether or not the student has been identified as an English Learner (EL). A student with codes of L1, LP or LT will be considered “EL = Yes” students for the reported school year. Students with a code of LT are exited from EL status at the end of the school year and will be in monitoring status at the beginning of the next school year.</p> <p>Students with codes of M1 or M2 are <i>former</i> English Learners in monitoring status and will have their scores included in the EL subgroup only for accountability purposes. Students with a code of X are not considered English Learners.</p> <p>Use Element 25, ELP Not Assessed Reason, to describe the situation for any identified English Learner who was not administered the required annual ELP Assessment.</p> <p>If a former English Learner has been re-identified in the reported school year, enter the status as LP and enter a comment in the Notes field to document that this student has been intentionally re-identified as EL.</p> <p>Also enter any comments in the Notes field to explain any other special circumstances relating to the EL status of a student. <i>(Please see Appendix C for EL definition; see FAQs #38 through #42 for more clarification.)</i></p> <table><tr><th>Code</th><th>Description</th></tr><tr><td>L1</td><td>First year of identification as an English Learner. Student meets definition of an English Learner and has scored at some point below the proficient level on a state-approved identification assessment of English language proficiency.</td></tr><tr><td>LP</td><td>Student is a continuing English Learner that has been identified as an English Learner in a previous school year and has not yet scored proficient on the annual state-approved assessment of English language proficiency.</td></tr><tr><td>LT*</td><td>English Learner who has scored at the proficient level and met the exit criteria based on the annual state-approved assessment of English language proficiency during the reported school year.</td></tr><tr><td>M1</td><td>First year of monitoring for a former English Learner. The student should have had a code of LT at the end of previous school year in the Summer OASIS data submission.</td></tr><tr><td>M2</td><td>Second year of monitoring for a former English Learner. Student should have had a code of M1 at the end of previous school year in the Summer OASIS data submission.</td></tr><tr><td>X</td><td>Not identified as an English Learner (includes former English Learners who have completed two years in monitoring status).</td></tr></table> <p>* Note: Districts must use the ELP data results to determine which students have met the exit criteria before submitting Summer OASIS. To meet the exit criteria and be marked as LT, the English Learner must obtain a composite score of 5.0 or higher on Tier B or Tier C of the ACCESS for ELLs <i>and</i> a score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening. There is no tier designation for kindergarten students.</p>	Code	Description	L1	First year of identification as an English Learner . Student meets definition of an English Learner and has scored at some point below the proficient level on a state-approved identification assessment of English language proficiency.	LP	Student is a continuing English Learner that has been identified as an English Learner in a previous school year and has not yet scored proficient on the annual state-approved assessment of English language proficiency.	LT*	English Learner who has scored at the proficient level and met the exit criteria based on the annual state-approved assessment of English language proficiency during the reported school year.	M1	First year of monitoring for a former English Learner . The student should have had a code of LT at the end of previous school year in the Summer OASIS data submission.	M2	Second year of monitoring for a former English Learner . Student should have had a code of M1 at the end of previous school year in the Summer OASIS data submission.	X	Not identified as an English Learner (includes former English Learners who have completed two years in monitoring status).
Code	Description															
L1	First year of identification as an English Learner . Student meets definition of an English Learner and has scored at some point below the proficient level on a state-approved identification assessment of English language proficiency.															
LP	Student is a continuing English Learner that has been identified as an English Learner in a previous school year and has not yet scored proficient on the annual state-approved assessment of English language proficiency.															
LT*	English Learner who has scored at the proficient level and met the exit criteria based on the annual state-approved assessment of English language proficiency during the reported school year.															
M1	First year of monitoring for a former English Learner . The student should have had a code of LT at the end of previous school year in the Summer OASIS data submission.															
M2	Second year of monitoring for a former English Learner . Student should have had a code of M1 at the end of previous school year in the Summer OASIS data submission.															
X	Not identified as an English Learner (includes former English Learners who have completed two years in monitoring status).															

Status	Element Number	Element Description																																																																										
REQUIRED	24	<p>English Learner Language Type</p> <p>Designate the native language of an English Learner. Native language may also be called the primary, first, or home language of a student whose native language is not English or whose language of influence is not English.</p> <p>Note(s): If the student speaks an unlisted language, use code 30 and enter the language type in the notes field. If a student's native language is English, please enter the language of influence instead. Note that languages are different than ethnicities; for instance, "Hispanic" is not a valid language selection. If the student is not an EL student use code 99.</p> <table><tr><th>Code</th><th>Description</th></tr><tr><td>31</td><td>Albanian</td></tr><tr><td>2</td><td>Aleut (includes Alutiiq, Sugcestun, and Unangan)</td></tr><tr><td>4</td><td>Arabic</td></tr><tr><td>5</td><td>Athabaskan (includes all dialects: Ahtna, Deg Xinag, Dena'ina, Gwich'in, Han, Holikachuk, Koyukon, Upper Kuskokwim, Tanacross, and Tanana)</td></tr><tr><td>7</td><td>Cambodian (includes Central Khmer)</td></tr><tr><td>8</td><td>Chinese (includes Cantonese)</td></tr><tr><td>41</td><td>French</td></tr><tr><td>11</td><td>Filipino (includes Tagalog)</td></tr><tr><td>32</td><td>German</td></tr><tr><td>33</td><td>Haida</td></tr><tr><td>34</td><td>Hawaiian</td></tr><tr><td>13</td><td>Hmong</td></tr><tr><td>15</td><td>Inupiaq</td></tr><tr><td>16</td><td>Japanese</td></tr><tr><td>17</td><td>Korean</td></tr><tr><td>19</td><td>Laotian</td></tr><tr><td>35</td><td>Mein (includes Sino-Tibetan)</td></tr><tr><td>20</td><td>Native American (includes Navajo and other languages)</td></tr><tr><td>45</td><td>Nilo-Saharan (includes Nuer)</td></tr><tr><td>42</td><td>Palauan</td></tr><tr><td>43</td><td>Polish</td></tr><tr><td>44</td><td>Portuguese</td></tr><tr><td>22</td><td>Russian</td></tr><tr><td>24</td><td>Samoan</td></tr><tr><td>47</td><td>Somali</td></tr><tr><td>25</td><td>Spanish</td></tr><tr><td>36</td><td>Thai</td></tr><tr><td>27</td><td>Tlingit</td></tr><tr><td>37</td><td>Tongan</td></tr><tr><td>28</td><td>Tsimshian</td></tr><tr><td>38</td><td>Ukrainian</td></tr><tr><td>46</td><td>Urdu</td></tr><tr><td>29</td><td>Vietnamese</td></tr><tr><td>6</td><td>Yup'ik (includes all dialects: Central Yup'ik, Cup'ik, and Siberian Yup'ik)</td></tr><tr><td>30</td><td>Other (place the Language Type in the Notes field)</td></tr><tr><td>99</td><td>Not an English Learner</td></tr></table>	Code	Description	31	Albanian	2	Aleut (includes Alutiiq, Sugcestun, and Unangan)	4	Arabic	5	Athabaskan (includes all dialects: Ahtna, Deg Xinag, Dena'ina, Gwich'in, Han, Holikachuk, Koyukon, Upper Kuskokwim, Tanacross, and Tanana)	7	Cambodian (includes Central Khmer)	8	Chinese (includes Cantonese)	41	French	11	Filipino (includes Tagalog)	32	German	33	Haida	34	Hawaiian	13	Hmong	15	Inupiaq	16	Japanese	17	Korean	19	Laotian	35	Mein (includes Sino-Tibetan)	20	Native American (includes Navajo and other languages)	45	Nilo-Saharan (includes Nuer)	42	Palauan	43	Polish	44	Portuguese	22	Russian	24	Samoan	47	Somali	25	Spanish	36	Thai	27	Tlingit	37	Tongan	28	Tsimshian	38	Ukrainian	46	Urdu	29	Vietnamese	6	Yup'ik (includes all dialects: Central Yup'ik, Cup'ik, and Siberian Yup'ik)	30	Other (place the Language Type in the Notes field)	99	Not an English Learner
Code	Description																																																																											
31	Albanian																																																																											
2	Aleut (includes Alutiiq, Sugcestun, and Unangan)																																																																											
4	Arabic																																																																											
5	Athabaskan (includes all dialects: Ahtna, Deg Xinag, Dena'ina, Gwich'in, Han, Holikachuk, Koyukon, Upper Kuskokwim, Tanacross, and Tanana)																																																																											
7	Cambodian (includes Central Khmer)																																																																											
8	Chinese (includes Cantonese)																																																																											
41	French																																																																											
11	Filipino (includes Tagalog)																																																																											
32	German																																																																											
33	Haida																																																																											
34	Hawaiian																																																																											
13	Hmong																																																																											
15	Inupiaq																																																																											
16	Japanese																																																																											
17	Korean																																																																											
19	Laotian																																																																											
35	Mein (includes Sino-Tibetan)																																																																											
20	Native American (includes Navajo and other languages)																																																																											
45	Nilo-Saharan (includes Nuer)																																																																											
42	Palauan																																																																											
43	Polish																																																																											
44	Portuguese																																																																											
22	Russian																																																																											
24	Samoan																																																																											
47	Somali																																																																											
25	Spanish																																																																											
36	Thai																																																																											
27	Tlingit																																																																											
37	Tongan																																																																											
28	Tsimshian																																																																											
38	Ukrainian																																																																											
46	Urdu																																																																											
29	Vietnamese																																																																											
6	Yup'ik (includes all dialects: Central Yup'ik, Cup'ik, and Siberian Yup'ik)																																																																											
30	Other (place the Language Type in the Notes field)																																																																											
99	Not an English Learner																																																																											

Status	Element Number	Element Description																				
CONDITIONAL	25	<p>ELP Not Assessed Reason</p> <p>This is used to report the reason that an identified English Learner (with an EL status of L1 or LP) did not attempt the required annual ELP assessment during the test window of February 1, 2017 – March 31, 2017. The English Learner must take either the ACCESS for ELLs or the Alternate ACCESS for ELLs (administered to qualifying EL students with intensive needs).</p> <p>Note: The following codes are intended to represent situations that occurred in order to document the reason a student was not administered the required annual ELP assessment.</p> <p><i>Entering a value in this field <u>does not</u> absolve a district of the responsibility to test an English Learner.</i></p> <table><tr><th>Code</th><th>Description</th></tr><tr><td>1</td><td>Transferred to a different school within the district during the test window and missed the dates that the tests were given within the schools of enrollment</td></tr><tr><td>2</td><td>Exited or entered district during the test window and missed the dates that the tests were given in the district</td></tr><tr><td>3</td><td>Absent during the test period and during periods of opportunity for makeup tests</td></tr><tr><td>4</td><td>Parent &/or student refusal to participate</td></tr><tr><td>5</td><td>District did not receive English Learner identification and ELP assessment information from the previous district as part of the student records and was unaware that the student was identified as an English Learner</td></tr><tr><td>6</td><td>Student was misidentified or miscoded as an English Learner, and the district has conferred with the department about the cause(s) of the misidentification</td></tr><tr><td>7</td><td>District oversight</td></tr><tr><td>8</td><td>Student enrollment occurred on or after March 1, 2017 and initial English Learner identification occurred after March 1, 2017</td></tr><tr><td>9</td><td>Other Reason (a reason must be listed in the Notes field)</td></tr></table>	Code	Description	1	Transferred to a different school within the district during the test window and missed the dates that the tests were given within the schools of enrollment	2	Exited or entered district during the test window and missed the dates that the tests were given in the district	3	Absent during the test period and during periods of opportunity for makeup tests	4	Parent &/or student refusal to participate	5	District did not receive English Learner identification and ELP assessment information from the previous district as part of the student records and was unaware that the student was identified as an English Learner	6	Student was misidentified or miscoded as an English Learner , and the district has conferred with the department about the cause(s) of the misidentification	7	District oversight	8	Student enrollment occurred on or after March 1, 2017 and initial English Learner identification occurred after March 1, 2017	9	Other Reason (a reason must be listed in the Notes field)
	Code	Description																				
1	Transferred to a different school within the district during the test window and missed the dates that the tests were given within the schools of enrollment																					
2	Exited or entered district during the test window and missed the dates that the tests were given in the district																					
3	Absent during the test period and during periods of opportunity for makeup tests																					
4	Parent &/or student refusal to participate																					
5	District did not receive English Learner identification and ELP assessment information from the previous district as part of the student records and was unaware that the student was identified as an English Learner																					
6	Student was misidentified or miscoded as an English Learner , and the district has conferred with the department about the cause(s) of the misidentification																					
7	District oversight																					
8	Student enrollment occurred on or after March 1, 2017 and initial English Learner identification occurred after March 1, 2017																					
9	Other Reason (a reason must be listed in the Notes field)																					
CONDITIONAL (KG-12 Only)	26	<p>Aggregate Days Attendance (AgDA)</p> <p>This is used to indicate the total number of days that the student attended and was present. Attendance shall be recorded based upon the percent of the student's normally scheduled instructional day.</p> <p><i>For example, a student who is normally scheduled for two hours per day as a part-time student would be recorded with half a day in attendance if he were absent for one hour. The sum of a day of attendance and a day of absence must equal one. (Source: Student Data Reporting Manual)</i></p> <p>A student may be counted present only when he or she is actually at school or is present at another school-sponsored instructional program. This may include authorized independent study, work-study programs, academically related field trips and instruction for homebound students.</p> <p>Note(s): AgDAs that are greater than the official district/school calendar days will be questioned, unless the school is a correspondence school, alternative school, or youth facility.</p>																				

Status	Element Number	Element Description						
		<p>Do not include Inservice Days, Teacher Work Days, Holidays, Vacation Days, and Parent Teacher Days that do not meet the state minimum requirement, as stated in 4 AAC 06.895.</p> <p>Partial day attendance is allowed, as defined by 4 AAC 06.895.</p> <p>Please report to the hundredth decimal point (999.99) (see FAQs #2 through #6 for comprehensive attendance and membership reporting instruction).</p>						
CONDITIONAL (KG-12 Only)	27	<p>Aggregate Days Membership (AgDM) This is used to indicate the total number of days that the student was enrolled (meaning days present and absent).</p> <p>Note(s): AgDMs that are greater than the official district/school calendar days will be questioned, unless the school is a correspondence school, alternative school, or youth facility. Do not include Inservice Days, Teacher Work Days, Holidays, Vacation Days, and Parent Teacher Days that do not meet the state minimum requirement, as stated in 4 AAC 06.895.</p> <p>Please report to the hundredth decimal point (999.99) (see FAQs #2 through #6 for comprehensive attendance and membership reporting instruction).</p>						
CONDITIONAL (KG-12 Only)	28	<p>Full Day Unexcused Absence This is used to indicate the total number of days where a student was considered absent for an entire school day for an unexcused reason.</p> <p>Please report as an integer value (e.g., 0, 1, 2, etc.). See FAQ #6 for more details.</p>						
REQUIRED	29	<p>Economically Disadvantaged (Low-Income) This identifies students that are eligible during any portion of the reporting period for free or reduced-price school meals under the department's Alaska Income Eligibility Guidelines for Free and Reduced Meals program, as defined in 4 AAC 06.899(5). (Please see Appendix B for Guidance on Determining Economically Disadvantaged Status)</p> <table><tr><th>Code</th><th>Description</th></tr><tr><td>Y</td><td>Yes, this student is economically disadvantaged (low-income)</td></tr><tr><td>N</td><td>No, this student is not economically disadvantaged (low-income)</td></tr></table>	Code	Description	Y	Yes, this student is economically disadvantaged (low-income)	N	No, this student is not economically disadvantaged (low-income)
Code	Description							
Y	Yes, this student is economically disadvantaged (low-income)							
N	No, this student is not economically disadvantaged (low-income)							
REQUIRED	30	<p>Migrant (Title IC) This indicates whether or not the student has been certified as an eligible migrant student through the migrant student identification and recruitment process during any portion of the reporting period. Include all eligible migrant students whether or not the students received services from the migrant program. (Please see Appendix J for a definition of migrant student).</p> <table><tr><th>Code</th><th>Description</th></tr><tr><td>Y</td><td>Yes, this student is certified as an eligible migrant student</td></tr><tr><td>N</td><td>No, this student is not certified as an eligible migrant student</td></tr></table>	Code	Description	Y	Yes, this student is certified as an eligible migrant student	N	No, this student is not certified as an eligible migrant student
Code	Description							
Y	Yes, this student is certified as an eligible migrant student							
N	No, this student is not certified as an eligible migrant student							

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>						
REQUIRED	31	<p>Title IA Student (Targeted Assistance – not Schoolwide) This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program.</p> <p>Note: Do not include students in Schoolwide Title I schools (code those students as N). If a student is reported as receiving Title IA Targeted Assistance Services, the student must receive services in at least one area.</p> <table><tr><td><u>Code</u></td><td><u>Description</u></td></tr><tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program.</td></tr><tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program.							
CONDITIONAL	32	<p>Title IA Targeted Assistance Services – Mathematics This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in mathematics.</p> <p>Note: Do not include students in Schoolwide Title I schools (code those students as N).</p> <table><tr><td><u>Code</u></td><td><u>Description</u></td></tr><tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in mathematics.</td></tr><tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in mathematics.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in mathematics.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in mathematics.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in mathematics.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in mathematics.							
CONDITIONAL	33	<p>Title IA Targeted Assistance Services – Reading/Language Arts This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in reading/language arts.</p> <p>Note: Do not include students in Schoolwide Title I schools (code those students as N).</p> <table><tr><td><u>Code</u></td><td><u>Description</u></td></tr><tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in reading/language arts.</td></tr><tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in reading/language arts.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in reading/language arts.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in reading/language arts.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in reading/language arts.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in reading/language arts.							
CONDITIONAL	34	<p>Title IA Targeted Assistance Services – Science This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in science.</p>						

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>						
		<p>Note: Do not include students in Schoolwide Title I schools (code those students as N).</p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in science.</td></tr><tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in science.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in science.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in science.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in science.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in science.							
CONDITIONAL	35	<p>Title IA Targeted Assistance Services – Social Studies This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in social studies.</p> <p>Note: Do not include students in Schoolwide Title I schools (code those students as N).</p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in social studies.</td></tr><tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in social studies.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in social studies.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in social studies.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in social studies.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in social studies.							
CONDITIONAL	36	<p>Title IA Targeted Assistance Services – Vocational/Career This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive instructional services in vocational/career.</p> <p>Note: Do not include students in Schoolwide Title I schools (code those students as N).</p> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I targeted assistance school program and received instructional services in vocational/career.</td></tr><tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in vocational/career.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I targeted assistance school program and received instructional services in vocational/career.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in vocational/career.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I targeted assistance school program and received instructional services in vocational/career.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in vocational/career.							
CONDITIONAL	37	<p>Title IA Targeted Assistance Services – Other Instructional Services This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive other instructional services.</p> <p>Note: Do not include students in Schoolwide Title I schools (code those students as N).</p>						

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>
		<p><u>Code</u> <u>Description</u></p> <p>Y Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received instructional services in other instructional services.</p> <p>N No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I instructional services in other instructional services.</p>
CONDITIONAL	38	<p>Title IA Targeted Assistance Services – Health, Dental, Eye Care</p> <p>This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive support services in health, dental, or eye care.</p> <p>Note: Do not include students in Schoolwide Title I schools (code those students as N).</p> <p><u>Code</u> <u>Description</u></p> <p>Y Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in health, dental or eye care.</p> <p>N No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in health, dental or eye care.</p>
CONDITIONAL	39	<p>Title IA Targeted Assistance Services – Supporting Guidance/Advocacy</p> <p>This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive support services in supporting guidance/advocacy.</p> <p>Note: Do not include students in Schoolwide Title I schools (code those students as N).</p> <p><u>Code</u> <u>Description</u></p> <p>Y Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in supporting guidance/advocacy.</p> <p>N No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in supporting guidance/advocacy.</p>
CONDITIONAL	40	<p>Title IA Targeted Assistance Services – Other Support Services</p> <p>This identifies students who receive any instructional or support services in a Title I Targeted Assistance school program and receive other support services.</p> <p>Note: Do not include students in Schoolwide Title I schools (code those students as N).</p>

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>						
		<table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in other support services.</td></tr><tr><td>N</td><td>No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in other support services.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in other support services.	N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in other support services.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student received instructional or support services in a Title I Targeted Assistance school program and received support services in other support services.							
N	No, this student did not receive instructional or support services in a Title I Targeted Assistance school program or did not receive Title I support services in other support services.							
REQUIRED	41	Immigrant Student This identifies students who are identified as immigrants at any time during the school year 2016-2017. The term ‘immigrant children and youth’ means individuals who 1) are aged 3 through 21; 2) were not born in any state (including the District of Columbia or Puerto Rico); and, 3) have not been attending one or more schools in any one or more states for more than three full academic years. [NCLB 3301(6)] An immigrant student may or may not be identified as an English Learner (EL). <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student was identified as an immigrant student at some time during the school year 2016-2017.</td></tr><tr><td>N</td><td>No, this student was not identified as an immigrant student at any time during the school year 2016-2017.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student was identified as an immigrant student at some time during the school year 2016-2017.	N	No, this student was not identified as an immigrant student at any time during the school year 2016-2017.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student was identified as an immigrant student at some time during the school year 2016-2017.							
N	No, this student was not identified as an immigrant student at any time during the school year 2016-2017.							
CONDITIONAL	42	Immigrant Student - First U.S. School Entry Date If the student was identified as an immigrant, enter the date of first known entry into a United States school. Note: If student records indicate the student was enrolled in a school in another state (including the District of Columbia or Puerto Rico), or another district in Alaska, enter the month and year if known. If not, enter the first date of entry into a school in the current district. Format: MM/YY or MM/YYYY						
REQUIRED	43	Active Duty Parent/Guardian This identifies whether the student had a parent/guardian on active duty in any branch of the uniformed services of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force <i>at some time during the 2016-2017 school year (see FAQs #61, #62, and #63).</i> <table><tr><th><u>Code</u></th><th><u>Description</u></th></tr><tr><td>Y</td><td>Yes, this student has a parent/guardian who was on active duty at some time between July 1, 2016 and June 30, 2017.</td></tr><tr><td>N</td><td>No, this student did not have a parent/guardian on active duty at some time between July 1, 2016 and June 30, 2017.</td></tr></table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student has a parent/guardian who was on active duty at some time between July 1, 2016 and June 30, 2017.	N	No, this student did not have a parent/guardian on active duty at some time between July 1, 2016 and June 30, 2017.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student has a parent/guardian who was on active duty at some time between July 1, 2016 and June 30, 2017.							
N	No, this student did not have a parent/guardian on active duty at some time between July 1, 2016 and June 30, 2017.							

Status	Element Number	Element Description																				
REQUIRED	44	Homeless Student (grades PK-12) This identifies whether this student enrolled in a public school and identified as a homeless child or youth at any time during the regular school year 2016-2017. (<i>See Homeless Definition, Appendix E</i>) <table><tr><th>Code</th><th>Description</th></tr><tr><td>Y</td><td>Yes, this student was identified as a homeless child or youth at some time during the regular school year 2016-2017.</td></tr><tr><td>N</td><td>No, this student was not identified as a homeless child or youth at any time during the regular school year 2016-2017.</td></tr></table>	Code	Description	Y	Yes, this student was identified as a homeless child or youth at some time during the regular school year 2016-2017.	N	No, this student was not identified as a homeless child or youth at any time during the regular school year 2016-2017.														
Code	Description																					
Y	Yes, this student was identified as a homeless child or youth at some time during the regular school year 2016-2017.																					
N	No, this student was not identified as a homeless child or youth at any time during the regular school year 2016-2017.																					
CONDITIONAL	45	Unaccompanied Homeless Youth Unaccompanied homeless youth are young people not in the physical custody of a parent or guardian. <table><tr><th>Code</th><th>Description</th></tr><tr><td>Y</td><td>Yes, this homeless student was an unaccompanied youth.</td></tr><tr><td>N</td><td>No, this homeless student was not an unaccompanied youth.</td></tr></table>	Code	Description	Y	Yes, this homeless student was an unaccompanied youth.	N	No, this homeless student was not an unaccompanied youth.														
Code	Description																					
Y	Yes, this homeless student was an unaccompanied youth.																					
N	No, this homeless student was not an unaccompanied youth.																					
CONDITIONAL	46	Homeless Student – Primary Nighttime Residence This identifies the student's primary nighttime residence at the time of initial identification of homelessness. (<i>See Homeless Definition, Appendix E</i>) <table><tr><th>Code</th><th>Description</th></tr><tr><td>1</td><td>Shelters, transitional housing, awaiting foster care</td></tr><tr><td>2</td><td>Doubled-up (e.g., living with another family, couch surfing, etc.)</td></tr><tr><td>3</td><td>Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, abandoned buildings, substandard housing)</td></tr><tr><td>4</td><td>Hotels/Motels</td></tr></table>	Code	Description	1	Shelters, transitional housing, awaiting foster care	2	Doubled-up (e.g., living with another family, couch surfing, etc.)	3	Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, abandoned buildings, substandard housing)	4	Hotels/Motels										
Code	Description																					
1	Shelters, transitional housing, awaiting foster care																					
2	Doubled-up (e.g., living with another family, couch surfing, etc.)																					
3	Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, abandoned buildings, substandard housing)																					
4	Hotels/Motels																					
CONDITIONAL	47	Target Cohort Graduation Year (All High School Students) This identifies the student's Target Cohort Graduation Year. The target year is determined by identifying when a student enters grade 9 for the first time then calculating the expected graduation date based on a normal four-year progression (<i>i.e.</i> , if a student enters grade 9 for the first time during the 2016-2017 school year, the Target Cohort Graduation Year is 2020). <table><tr><th>Code</th><th>Description</th></tr><tr><td>2020</td><td>First time grade 9 student in 2016-2017</td></tr><tr><td>2019</td><td>First time grade 9 student in 2015-2016</td></tr><tr><td>2018</td><td>First time grade 9 student in 2014-2015</td></tr><tr><td>2017</td><td>First time grade 9 student in 2013-2014</td></tr><tr><td>2016</td><td>First time grade 9 student in 2012-2013</td></tr><tr><td>2015</td><td>First time grade 9 student in 2011-2012</td></tr><tr><td>2014</td><td>First time grade 9 student in 2010-2011</td></tr><tr><td>2013</td><td>First time grade 9 student in 2009-2010</td></tr><tr><td>2012</td><td>First time grade 9 student in 2008-2009</td></tr></table>	Code	Description	2020	First time grade 9 student in 2016-2017	2019	First time grade 9 student in 2015-2016	2018	First time grade 9 student in 2014-2015	2017	First time grade 9 student in 2013-2014	2016	First time grade 9 student in 2012-2013	2015	First time grade 9 student in 2011-2012	2014	First time grade 9 student in 2010-2011	2013	First time grade 9 student in 2009-2010	2012	First time grade 9 student in 2008-2009
Code	Description																					
2020	First time grade 9 student in 2016-2017																					
2019	First time grade 9 student in 2015-2016																					
2018	First time grade 9 student in 2014-2015																					
2017	First time grade 9 student in 2013-2014																					
2016	First time grade 9 student in 2012-2013																					
2015	First time grade 9 student in 2011-2012																					
2014	First time grade 9 student in 2010-2011																					
2013	First time grade 9 student in 2009-2010																					
2012	First time grade 9 student in 2008-2009																					

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>										
CONDITIONAL	48	<p>Collegiate Performance Scholarship Eligibility (Graduates Only) This identifies if a student is eligible for the Alaska Performance Scholarship (see Appendix I for the scholarship checklist and detailed information on the scholarship program) at the collegiate level.</p> <p>Districts will review scholarship decision making criteria (GPA, course work, ACT or SAT scores) for each student to determine eligibility and award level. All graduates with exit codes 7, 15, or 22 must have one of the following codes.</p> <table><tr><td><u>Code</u></td><td><u>Description</u></td></tr><tr><td>0</td><td>Not eligible for an award</td></tr><tr><td>1</td><td>First Award Level (up to \$4,755/year)</td></tr><tr><td>2</td><td>Second Award Level (up to \$3,566/year)</td></tr><tr><td>3</td><td>Third Award Level (up to \$2,378/year)</td></tr></table>	<u>Code</u>	<u>Description</u>	0	Not eligible for an award	1	First Award Level (up to \$4,755/year)	2	Second Award Level (up to \$3,566/year)	3	Third Award Level (up to \$2,378/year)
<u>Code</u>	<u>Description</u>											
0	Not eligible for an award											
1	First Award Level (up to \$4,755/year)											
2	Second Award Level (up to \$3,566/year)											
3	Third Award Level (up to \$2,378/year)											
CONDITIONAL	49	<p>Career/Technical Performance Scholarship Eligibility (Graduates Only) This identifies if a student is eligible for the Alaska Performance Scholarship (see Appendix I for the checklist and detailed information on the scholarship program) at the collegiate level.</p> <p>Districts will review scholarship decision making criteria (GPA, course work, WorkKeys scores) for each student to determine eligibility and award level. All graduates with exit codes 7, 15, or 22 must have one of the following codes.</p> <table><tr><td><u>Code</u></td><td><u>Description</u></td></tr><tr><td>0</td><td>Not eligible for an award</td></tr><tr><td>1</td><td>First Award Level (up to \$4,755/year)</td></tr><tr><td>2</td><td>Second Award Level (up to \$3,566/year)</td></tr><tr><td>3</td><td>Third Award Level (up to \$2,378/year)</td></tr></table>	<u>Code</u>	<u>Description</u>	0	Not eligible for an award	1	First Award Level (up to \$4,755/year)	2	Second Award Level (up to \$3,566/year)	3	Third Award Level (up to \$2,378/year)
<u>Code</u>	<u>Description</u>											
0	Not eligible for an award											
1	First Award Level (up to \$4,755/year)											
2	Second Award Level (up to \$3,566/year)											
3	Third Award Level (up to \$2,378/year)											
CONDITIONAL	50	<p>Academic Option (Alaska Performance Scholarship Eligible Students Only) This identifies whether an Alaska Performance Scholarship eligible student is qualified for scholarship funding through the Math and Science academic track, the Social Studies and Language academic track, or both.</p> <table><tr><td><u>Code</u></td><td><u>Description</u></td></tr><tr><td>1</td><td>Math and Science</td></tr><tr><td>2</td><td>Social Studies and Language</td></tr><tr><td>3</td><td>Both</td></tr></table>	<u>Code</u>	<u>Description</u>	1	Math and Science	2	Social Studies and Language	3	Both		
<u>Code</u>	<u>Description</u>											
1	Math and Science											
2	Social Studies and Language											
3	Both											
CONDITIONAL	51	<p>Grade Point Average (Alaska Performance Scholarship Eligible Students Only) This identifies the student's grade point average, rounded to the nearest one hundredth of a point (e.g., "3.25"), as used to determine eligibility for the Alaska Performance Scholarship.</p>										

<u>Status</u>	<u>Element Number</u>	<u>Element Description</u>
CONDITIONAL	52	<p>Notes</p> <p>Districts may use this optional field to make notes about data entered in the record. Please use this field to explain unusual situations, for Other Language Types as directed in element 24, or for Other Reason ELP Not Assessed as directed in element 25.</p> <p>This field may not be used as a substitute for entering required data in prior fields.</p>

DRAFT

Appendix A: Race/Ethnicity Descriptions

Sources: <http://nces.ed.gov/ipeds/glossary/?charindex=R/?charindex=R>
National Center for Education Statistics - U.S. Department of Education
Office of Educational Research and Improvement

4AAC 06.830. Subgroups

4AAC 06.899. Definitions

Code	Description	Definition
1	White (Caucasian)	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
2	African American	A person having origins in any of the black racial groups of Africa.
3	Hispanic	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
4	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
5	American Indian	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. Please do not include Alaska Native students.
6	Alaska Native	A person who is a descendant of a member of the aboriginal races inhabiting the state when annexed to the United States, or who is a descendant of an Indian or Eskimo who, since the year 1867 and prior to June 30, 1952, migrated into the state from Canada, and who is a descendant having at least one-quarter blood derived from these ancestors.
7	Two or more races (not Hispanic)	A student who primarily identifies their ethnic heritage with more than one subgroup. Do not include individuals that have identified themselves as Hispanic/Latino.
8	Native Hawaiian or Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Race/Ethnicity Codes - DEED Guidance

Beginning July 1, 2010, school districts nationwide will be required to collect, retain and report student level ethnicity data as prescribed by the US Department of Education guidance published in the Federal Register on October 19, 2007.

Educational institutions and other recipients will be required to collect racial and ethnic data using a two part question on the educational institutions' or other recipient's survey instrument. The first question would be whether their respondent is Hispanic/Latino. The second question would ask the respondent to select one or more races from the following racial groups.

The information listed below is to provide guidance to the districts. Beginning with Fall OASIS collection 2010-2011, this change will be reflected in the DEED data collections.

Second public comment period closed 09/21/2006
USED guidance released in early June

1. Collecting data
 - a. Two questions
 - i. Are you Hispanic or Latino? Yes/No
 - ii. Select races that you wish to identify with:
 1. African American
 2. American Indian/Alaska Native
 3. Asian
 4. Caucasian
 5. Native Hawaiian/Pacific Islander
 - b. Individual can check all that apply – “self-identification”
 - c. Encourage the opportunity to “re-identify” - change existing codes
 - d. Retain the individual records for future enforcement purposes - OCR
2. Reporting Data
 - a. Reporting Codes
 - i. African American
 - ii. American Indian/Alaska Native
 - iii. Asian
 - iv. Caucasian
 - v. Hispanic
 - vi. Native Hawaiian/Pacific Islander
 - vii. Two or more races
 - b. If Hispanic AND other race = Hispanic
 - i. (example: *Caucasian + Hispanic = Hispanic*)
 - c. Any other multiple identification, excluding Hispanic, coded as Two or more races (example: *African American + Asian = Two or more races*)
 - d. If race/ethnicity is not chosen, “user identification” is employed – the person responsible for reporting chooses codes
 - e. Does not affect AMO subgroups as those are negotiated with USED in the state accountability plans

Appendix B: Guidance on Determining Economically Disadvantaged Status for Title I and School Accountability

Economically disadvantaged status

Students that are eligible for free or reduced-price school meals under the department's Alaska Income Eligibility Guidelines for Free and Reduced Meals program, adopted by reference in 4 AAC 06.899(5) are identified as economically disadvantaged (or low-income). These students must be identified in all OASIS data collections.

Purposes

Schools and districts must determine which students are considered economically disadvantaged for several purposes:

- Determining students who are members of the economically disadvantaged subgroup for school and district accountability as required by Alaska regulations 4 AAC 06.830 and 06.899(5).
- Determining which students are eligible for free or reduced price lunches, if the school offers a school lunch program.
- Determining a school's percentage of economically disadvantaged (or "low income") students for identifying schools eligible for Title I, Part A funding and services.
- Determining a school's eligibility for funding under the federal E-Rate program that supports school internet access.

Sources of income data

Family income data is used for determining eligibility for all of the above purposes. This data comes from one or more sources:

1. **Household applications** are completed by families to verify their income level to determine if their students qualify for free lunches or reduced price lunches in schools that offer school lunch programs (frequency depends on whether a school is a Provision 3 or CEP school).
2. **Direct certification** lists provided monthly by Health and Social Services that identify eligible students based on participation in programs such as the Temporary Assistance for Needy Families (TANF), SNAP (Food Stamps), or Foster Care.
3. **Categorically eligible** students that are identified as migrant, runaway, and homeless.
4. **Income declaration form** collected during annual school entry or enrollment for students not already determined as eligible through one of the above methods. Used in schools without school lunch programs (including correspondence schools) and in "provision" schools during years that household applications are not collected.

Collection and Use of Income Data for Economically Disadvantaged Status for Title I and School Accountability – DEED Guidance

1. What is a “Provision” School?

Schools with high poverty rates that operate school lunch programs may qualify for one of the provision options.

- **Provision 3 schools** use income data from direct certification and household applications for a given year (called the base year) to determine the reimbursement percentage for school lunches for up to 5 years. No household applications are collected in years that are not base years.
- **Community Eligibility Provision (CEP) schools** never collect household applications. School eligibility is determined only by those children categorically eligible (through direct certification or specific category of eligibility) for free meals. The school then receives an enhanced reimbursement rate by taking the rate of children categorically eligible times a multiplier provided by USDA. For school year 2015-2016 that multiplier is 1.6.

2. What is an Income Declaration Form?

All public schools that do not offer lunch programs or that are not collecting household applications must use an Income Declaration form annually to determine which students are economically disadvantaged that have not already been identified through direct certification or categorical eligibility. The form collects general family income information. It is not an in-depth household application for school lunch purposes, but meets the requirements to determine economically disadvantaged status for Title I poverty rates, school accountability, and E-Rate. A sample Income Declaration form and instructions are posted on the DEED website at <https://education.alaska.gov/ESEA/TitleI-A/>. This form will be updated with the new income data after July 1 of each year, so be sure to use the current data for the applicable school year in which you are collecting the information. (Note: Household application forms for school meals may *not* be used for survey or other income collection purposes.)

3. How can we encourage families to turn in an Income Declaration form if a school does not offer a lunch program or if the school is under Provision 3 or the Community Eligibility Provision?

The form is worded to encourage families to complete it because it brings benefits to the school such as E-Rate and Title I funding. Correspondence or charter schools that have an application process should include the information as part of the application process. Other schools should include the information in the entry/enrollment packet for all students who are not already qualified through direct certification or categorical eligibility.

4. How is a household application for school lunch different from an Income Declaration form?

A household application for free or reduced price lunches is a very detailed application that includes information about the family income. An Income Declaration form for Title I or E-Rate purposes is a simple form that allows the family to check the income range and number of people in the family and to list the children enrolled in schools in the district. The district then uses the income level chart to determine which families meet the criteria to be considered economically disadvantaged.

5. Are migrant students considered economically disadvantaged?

Migrant students are categorically eligible for free lunch. *Only the migrant eligible students in the family qualify for free lunch; siblings that are not migrant eligible do not qualify.* Migrant students are eligible for free lunch and thus may be automatically considered as economically disadvantaged students for each school year in which they are migrant eligible students. For questions about identification of migrant students, contact DEED’s Migrant Education Program Manager, Sarah Emmal, at 465-3826 or sarah.emmal@alaska.gov.

6. Are homeless students considered economically disadvantaged?

Homeless students are considered categorically eligible for free lunch and thus may be automatically considered as economically disadvantaged students for the school year in which they are originally identified as homeless. For questions about identification of homeless students, contact DEED’s Homeless Education Program Manager, Scot Fiscus, at 465-8718 or scot.fiscus@alaska.gov.

7. Which district staff may have access to data on a child's economically disadvantaged eligibility status?

The actual household application data for a school lunch program is confidential. However, a student's eligibility status as economically disadvantaged is required for federal education programs including Title I; therefore the student eligibility status as economically disadvantaged must be available to applicable district staff for the purposes of those programs. (See "Chapter 5, Confidentiality and Disclosure" on page 80 of the *Eligibility Manual for School Meals* posted on the DEED website at <http://education.alaska.gov/tls/cnp/NSLP.html>.)

8. Which district staff need this information?

District staff that may need this information include school lunch personnel, Title I coordinators, assessment and accountability staff, business managers, and superintendents. These staff should be familiar with these requirements.

9. Who should I contact if I have questions about school lunch programs and eligibility for free or reduced lunches?

Contact the DEED National School Lunch Program Coordinator Elizabeth Seitz at 465-8709 (elizabeth.seitz@alaska.gov) or Jo Dawson, Child Nutrition Program Administrator at 465-8708 (jo.dawson@alaska.gov).

10. Who should I contact if I have questions about criteria for economically disadvantaged status for Title I programs, for accountability for the economically disadvantaged subgroup, or for school poverty data for Title I allocations?

Contact the DEED Title I Program Manager, Deb Riddle, at 465-2892 or deborah.riddle@alaska.gov.

Appendix C: English Learners

Note: The term English Learner and its abbreviation (EL) have replaced the terms Limited English Proficiency and Limited English Proficient and the LEP abbreviation in the federal Every Student Succeeds Act. While Alaska statute and regulation currently refer to LEP, DEED is choosing to match the federal language in anticipation of state law changing to reflect the federal terminology.

An **English Learner (EL)** is one who meets the definition of Limited English Proficiency in 4 AAC 34.090(2) and who has been determined to be an **English Learner** based on the assessment of English language proficiency required under 4 AAC 34.055(c) to determine if the student is limited English proficient and has not yet met the criteria to exit **English Learner** status as described in 4 AAC 34.055(d).

Definition of a Limited English Proficient Student (4 AAC 34.090(2))

- (2) "limited English proficient pupil" or "LEP pupil" means an individual
 - (A) who is between 3 and 21 years old;
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C) who falls into one or more of the following categories of individuals:
 - (i) an individual not born in the United States or whose native language is a language other than English;
 - (ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the
 - (i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing or in reading and language arts under 4 AAC 06.737 or 4 AAC 06.755;
 - (ii) ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) opportunity to participate fully in society;

Note: The "outlying areas" indicated in 4 AAC 34.090(2)(c)(ii) are adopted by reference in 4 AAC 34.090(6). These areas include the U.S. Virgin Islands, American Samoa, and Northern Mariana Islands

Effective 2/18/2008:

4 AAC 34.055(d) is repealed and readopted to read:

- (d) If under (b) and (c) of this section, a district identifies a pupil as an LEP pupil eligible for services under this chapter, that pupil remains identified as an LEP pupil until the pupil obtains, on tier B or tier C of the assessment approved by the commissioner under (c) of this section a
 - (1) composite score of 5.0 or higher; and
 - (2) score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening. (Eff. 1/14/78, Register 65; am 8/15/78, Register 67; am 6/28/87, Register 102; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 8/29/2004, Register 171; am 12/7/2004, Register 172; am 2/18/2007, Register 181; am 7/13/2012, Register 203; am 10/16/2013, Register 208)

Adopted by State Board of Education, 3/9/2012

4 AAC 34.055 is amended by adding new subsections to read:

- (e) A district shall monitor the academic progress of each pupil who had been identified as an LEP pupil for two years after the pupil is no longer identified as an LEP pupil. A former LEP pupil is not required to participate in the annual English language proficiency assessment unless the district determines that a student's failure to make academic progress may be a result of a lack of English language proficiency and the pupil may need to be re-identified as an LEP pupil.

Appendix D: 4 AAC 07.060. Student Records

- (a) Each district shall maintain for each student a cumulative record consisting, at a minimum, of the following:
- (1) subjects student has taken;
 - (2) grades earned and an explanation of the grading system used;
 - (3) units of credit earned;
 - (4) attendance records;
 - (5) scores student has recorded on standard tests taken; and
 - (6) records of required immunizations and physical examinations and other health-related matters required by state law or district policy or bylaws; and
 - (7) beginning August 31, 2002, a unique 10-digit individual student identification number issued by the department; the student identification number must appear in each electronic record containing student-level information that is reported to the department; the student identification number must appear on each student examination booklet administered under 4 AAC 06.712, 4 AAC 06.737, and 4 AAC 06.755.

Appendix E: Homeless Definition

Each district is required to identify a homeless liaison to facilitate the identification of and education services provided to homeless students. This person should be able to provide the information about which students have been identified as homeless according to the following definition.

(Sec.725, McKinney-Vento Act – found in Title IX of Every Student Succeeds Act-ESSA)- The term “homeless children and youth” means:

- a. individuals who lack a fixed, regular, and adequate nighttime residence; and,
- b. includes-
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons; are living in motels, hotels, trailer parks, or camp grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters, or are abandoned in hospitals;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

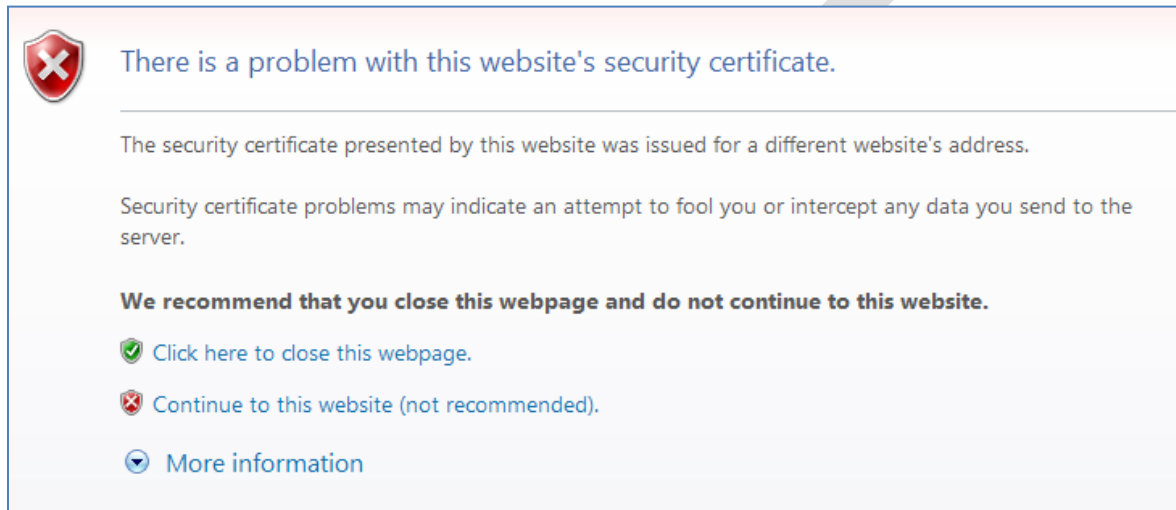
Appendix F: State Report Manager (SRM) System Submission Process

1. If not already assigned a username and password, contact Eric Caldwell at eric.caldwell@alaska.gov to create login information.

Notes:

- Make sure your file is in a Tab-delimited (.TXT) or Comma-separated (.CSV) format.
- Make sure to replace header in your file with SRM header.

2. Using your Internet browser, navigate to <https://srm.eed.state.ak.us/srm>. If you get the below security message, click on “Continue to this website” and contact Brian Laurent at brian.laurent@alaska.gov.



3. Type in your login information.

A screenshot of the State Report Manager login page. The page has a blue header with the "ESP Solutions Group State Report Manager" logo. Below the header is a white box containing the login form. Inside the box, there is another "ESP Solutions Group State Report Manager" logo and a blue eye icon. The text "Welcome to the Alaska State Report Manager" is displayed. Below this, there are two input fields: "Username:" and "Password:". To the right of the "Password:" field is a blue button labeled "Login >>".

4. Click on “Run a Trial” link, next to the report name you would like to submit.

Note: Trial Name link will have a different name if a file has already been submitted.

Welcome to the Alaska Department of Education & Early Development State Report Manager

SRM has identified the following state reports. Please select a state report by clicking on a Trial Name below:

Current State Reports

Name	Collection Start Date	Due Date	Trial Name	Trial Date	Submission Status
Spring OASIS Collection 2010			Run a Trial		
Summer OASIS Collection 2010			Run a Trial		

5. Click on “Browse...” to upload your file.

Note: To download file headers click on “CSV file headers” link. Headers must match exactly in order for system to properly check data.

Please select how we will receive your data:

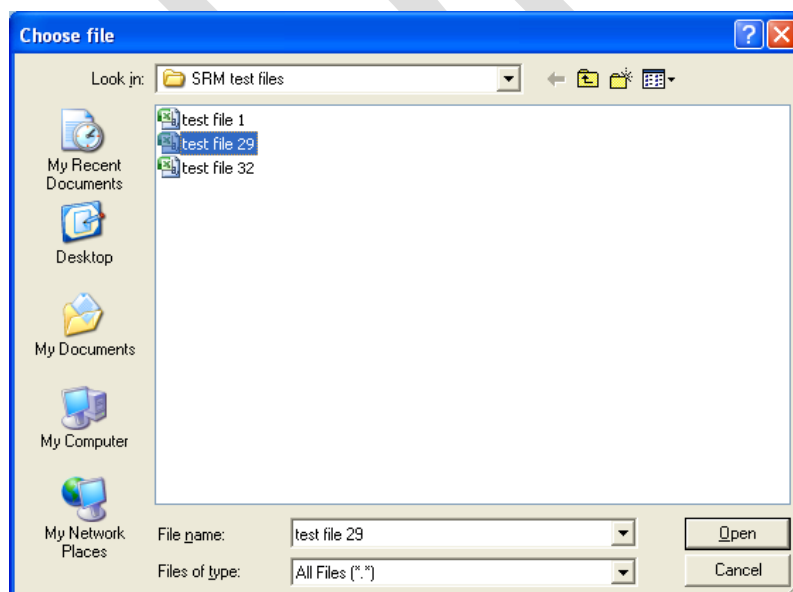
☐ **SIF** -- Transfer trial data from your district using SIF synchronization.

☒ **Upload** -- Upload text files.

Please upload your data files. You can upload tab-delimited (.TXT) or comma-separated (.CSV) files. If a file is large, you may zip it first. Uploaded files must be smaller than 20 MB.

Select File to upload (Student): [Browse...](#) [CSV file headers](#)

Find and select the file to upload then click “Open.”



6. Once the correct data file is selected, click on “Import.”

Please upload your data files. You can upload tab-delimited (.TXT) or comma-separated (.CSV) files. If a file is large, you may zip it first. Uploaded files must be smaller than 20 MB.

Select File to upload (Student): [Browse...](#) [CSV file headers](#)

Import **Cancel**

The selected file is now uploading.

New Trial

Latest Trial

Generated: **processing...**

Executing Summer OASIS Student Rules

7. When the file upload and data checks are complete, a data summary will appear detailing the number of errors, warnings and total records submitted.

The data is now ready for review and correction. Click on “Errors” link to view errors.

New Trial

Latest Trial

Generated: **04-14-2010 11:55am**

Save **Download** **Revalidate** **Send to State** **Delete**

Errors (1) **Warnings (74)** **Records (19)** **Reports**

Submitted: This state report has not yet been sent to the State.

8. Click on “Violation Summary” link to view error report in excel and correct errors in original file and re-submit file or click on specific error to view each error individually and correct errors in original file.

Records	Violations	Reports
Students 19	Errors R74952 - Mismatch between ExitType and Grade Level 1 Error	Violations Summary (MS Excel)
	Warnings R74501 - Open school does not have any students 3 Warnings	Graduates (MS Excel)
	R74502 - Grade served by school does not have any students 68 Warnings	Dropouts (MS Excel)
	R74703 - Unexpected student age for grade level 3 Warnings	
Download Append/Replace		

Note:

- Graduates (MS Excel) link will give you a total count and list of students who you reported as graduated with a regular diploma (Exit Code 7) or a summer graduate receiving a diploma in July or August (Exit Code 15).
 - Dropouts (MS Excel) link will give you a total count and list of students who you reported as having dropped out or discontinued schooling (Exit Code 12).
9. Once errors have been corrected in original file, resubmit file by clicking on “New Trial” button. Repeat steps 5-9 again until no more errors.

Home > District 3 > Summer OASIS Collection 2010 (Test)


[New Trial](#)

Latest Trial
Generated: 04-14-2010 11:55am

[Save](#) [Download](#) [Revalidate](#) [Send to State](#) [Delete](#)

 [Errors \(1\)](#)
[Warnings \(74\)](#)

 [Records \(19\)](#)

 [Reports](#)

Submitted: This state report has not yet been sent to the State.

10. Once no more errors, click on “Send to State” (button will now be highlighted).

[New Trial](#)

Latest Trial
Generated: 12-01-2009 3:56pm

[Save](#) [Download](#) [Revalidate](#) [Send to State](#) [Delete](#)

 [Errors \(0\)](#)
[Warnings \(21\)](#)

 [Records \(92\)](#)

 [Reports](#)


Submitted: This state report has not yet been sent to the State.

11. Check box to certify that data is accurate and click on “Send to State”.

Home > District 51 > Send to State

Name:

☒ I certify that this trial is accurate and can be sent to the Alaska Department of Education & Early Development. **This action cannot be revoked.**



Your file is now completed.

DRAFT

Appendix G: State Report Manager (SRM) System Validation Rules

Rule ID	Severity	Rule	Detail Message
74000	Error	One or more required fields is missing	Missing required field
74001	Error	Field exceeds its Maximum Length	Field exceeds its maximum length
74100	Error	Reported Alaska Student ID Number is Invalid	The ASIS ID entered could not be found in the ASIS system
74101	Error	Birth Date &/or Gender Doesn't Match ASIS	The birth date or gender of the student does not match the student ID system
74102	Warning	Student Name Doesn't Match ASIS	The student name does not match the student ID system
74104	Warning	Ethnicity Does Not Match Prior Collections	The ethnicity does not match the ethnicity reported in previous collections
74201	Error	City/Town/Village is Invalid	The reported City or Town must be listed in the set of "Alaska Places"
74202	Error	Zip Code is Invalid	The Zip Code must be a valid Alaska Zip Code
74203	Error	Gender is Invalid	The gender of the student is not F or M
74204	Error	Race/ethnicity code is Invalid	The race/ethnicity code must come from the "Race or Ethnicity" option set
74205	Error	School ID is Invalid	The school ID cannot be found in the list of currently open and operating schools
74206	Error	Grade Level Code is Invalid	The grade level code is not in the "Grade Level" option set
74207	Error	Disability Category is Invalid	The Disability Category code must be one of the options in the option set "Disability Category"
74208	Error	IEP in Place July 1 is Invalid	IEP in Place July 1 value is not in the option set
74209	Error	Transfer to General Ed Code is Invalid	The code for Transfer to General Ed is not a valid option from the option set
74210	Error	Entry Type is Invalid	The value in Entry Type is not a value in the option set
74211	Error	Exit/Withdrawal Type is Invalid	Exit/Withdrawal Type value is not a value in the option set
74212	Error	Enrolled Last Day is Invalid	Enrolled Last Day value is not a valid value from the option set
74213	Error	EL Status is Invalid	The EL Status code must be in the option set EL Status
74214	Error	EL Language is Invalid	EL Language must be one of the values in the option set
74216	Error	Is Economically Disadvantaged is Invalid	"Is Economically Disadvantaged" must be Y or N
74217	Error	Title I Value is Invalid	The value for Title I must be Y or N
74218	Error	Is Immigrant is Invalid	The value for "Is Immigrant" must be Y or N

Rule ID	Severity	Rule	Detail Message
74219	Error	Is Homeless is Invalid	The value for "Is Homeless" must be Y or N
74220	Error	Homeless Residence is Invalid	The value for "Homeless Residence" must be one of the options in the option set or null
74221	Error	Invalid Migrant	Migrant must be Y or N
74222	Error	Invalid Target Graduation Year	The value for Target Graduation Year should be one of the years in the option set
74223	Error	Invalid APS Scholarship Level	Invalid option for Scholarship Level
74224	Error	Invalid Grade Point Average	GPA is expressed on a 4-point scale with 4.00 all "A's." GPA may exceed 4.00 to accommodate schools with weighted honors classes.
74225	Error	Unaccompanied must be Y or N	Unaccompanied must be Y or N when Homeless = Y
74226	Error	ELPNotAssessed must be an integer	ELPNotAssessed can only contain the digits 1-9
74228	Error	Active Duty Parent/Guardian value invalid	The value for ActiveDuty must be either Y or N
74300	Error	City-Zip Combination is Invalid	The combination of zip code and place is not a legitimate combination
74301	Error	Grade Not Served by School	The student's grade level is not served by the school
74302	Warning	Grade Not Served by School – Disabled Student	The grade level of the student should be within the range of grades served by the school (Except for grade AD)
74400	Warning	Invalid Name	The name contains one or more characters other than alphabetic characters, period, apostrophe, space, or hyphen
74401	Error	Zip+4 contains Invalid Characters	Zip+4 can only contain the numeric digits 0-9
74402	Error	Local Student ID Contains Invalid Characters	Local student ID can only contain the digits 0-9
74403	Error	Date Format is Invalid	The format for date field must be MM/DD/YYYY or MM/DD/YY. Four digit year is preferred.
74404	Error	AgDA or AgDM Format is Invalid	The format for AgDA or AgDM must be a number with no more than three digits before the decimal place and no more than two decimal places
74405	Error	Immigration Date Format is Invalid	The format for Immigrant First US Entry Date must be MM/YYYY or MM/YY. Four digit year is preferred.
74407	Error	Invalid FullDayUnexcused	FullDayUnexcused must be blank or greater than or equal to zero
74501	Warning	Open School With No Students	The open school serves at least one of the grades PK-12 but does not have any students
74502	Warning	Served Grade Without Students	The grade is served by school but no students are assigned for that grade

Rule ID	Severity	Rule	Detail Message
74503	Error	Submission Without Students	There must be at least one record in the district submission
74505	Error	A Title I Targeted Assistance School has no students targeted for assistance	A Title I Targeted Assistance School has no students targeted for assistance
74506	Warning	A Title I Targeted Assistance School has every student targeted for assistance	A Title I Targeted Assistance School has every student targeted for assistance
74701	Warning	Student Outside Ages 2 to 22	Students should have an age greater than or equal to 2 and less than or equal to 22 as of October 1
74703	Warning	Age is Outside Expected Range for Grade	The age of the student falls outside the expected bounds
74704	Error	Age is Outside Allowable Range for Grade	Age is outside the allowable range for this grade level
74705	Error	EL Language Mismatch	Student is flagged as EL (L1, LP, or LT) but the Bilingual/ English Learner Language type says "Not an English Learner " (code 99)
74706	Error	Aggregate Attendance > Aggregate Membership	The student's days in attendance must be less than or equal to the days in membership
74707	Error	Disability – IEP on July 1 Mismatch	If Disability Code is in 2-14 then IEP in Place July 1 must be Y or N. If Disability Code is 0 then IEP on Place July 1 must be X.
74708	Warning	Language for Non English Learner	Student that is not considered an English Learner has been assigned a Bilingual/ English Learner Language
74709	Error	Missing FullDayUnexcused	FullDayUnexcused is required for grades KG-12
74710	Error	Other Language Type Missing	The Bilingual/ English Learner Language Type was selected as "Other." Enter the Language Type in the Notes field.
74711	Error	Missing Homeless Residence	The student was identified as Homeless but no Primary Nighttime Residence has been selected
74712	Error	Days Attendance More Than Possible	Days Attendance more than possible
74713	Error	Days Membership More Than Possible	Days Membership more than possible
74714	Error	Full Day Absences Exceeds Total Days Absent	The number of Full Day Unexcused Absences must be less than or equal to the Aggregate Days of Membership minus the Aggregate Days of Attendance
74715	Error	Returning Student Not Enrolled on Last Day of School	Students with ExitType = 13 or 14 must also be enrolled on the last day of school
74716	Error	Transfer Without Date	Students who transfer back to general education from special education (Transfer to General Ed = Y) must have a Transfer to General Ed Date

Rule ID	Severity	Rule	Detail Message
74717	Error	Missing Exit/Withdrawal Date	The Exit/Withdrawal Date is required unless Entry Type is 0 – Non Enrolled Student
74718	Error	Immigrant Without Entry Date	The student was flagged as being an immigrant but the Immigrant US Entry date is empty
74719	Error	Transfer to General Ed – Disability Mismatch	If Disability code is “00” then Transfer to General Ed must be X, if Disability code is 02-14, then the Transfer to General Ed must be Y or N.
74720	Error	Invalid Summer Drop Entry or Exit	Summer drop-outs (Exit Type 0) must have entry type 0 (not enrolled) and cannot have an entry or exit date
74721	Error	Missing Entry Date	The entry date is required for all enrolled students (entry type does not equal 0)
74722	Error	Invalid Exit for 12 th Grader	A student in 12 th grade cannot be assigned an exit code of 14. This is reserved for students in grades PK-11.
74723	Error	Invalid Notes when ELLanguage = 30	When ELLanguage = 30, then Notes cannot contain the following words: English, Ethiopia, Hispanic, Other
74724	Error	Exit Type/Grade Level Mismatch (Grade)	If Exit Type = 13 then Grade must be 12
74725	Error	Homeless Residence for non-Homeless Student	If Homeless Resident has a value, then Homeless Student must = “Y”
74726	Warning	Exit Type Grade Level Mismatch (Grade) II	If Exit Type = 7, 15, 19, 20, or 21 then Grade must be 9, 10, 11, or 12
74727	Warning	Exit Type/Grade Level Mismatch (Grade) III	If Exit Type = 12 then Grade must be 7, 8, 9, 10, 11, or 12
74728	Error	“Is Title IA” Entry is Invalid	The field [31-39] was flagged Y but Is Title IA is marked as N
74729	Error	Invalid TransGenEdDate Reported	If TransGenEd = N or X then TransGenEdDate must be null
74730	Error	ELP Not Assessed for Other Reason Must Have a Note	If ELPNotAssessed = 9 then Notes must not be null
74731	Warning	Invalid ELStatus	If ELStatus = M1 this year, prior year should have code of LT and if ELStatus = M2 this year, prior year should have code of M1. Either change the status or enter a comment in the notes field that explains the discrepancy.
74732	Error	Targeted Assistance School Mismatch	Student Title I = Y but school is not a Targeted Assistance school
74733	Error	Student cannot earn diplomas from two schools	When a student graduates with two enrollments in your district, assign Exit Type 7 to (only) one school. Use Exit Type 17 for the other school and put “Graduate” in the Notes.
74734	Error	Student Reported as Graduate in Two Records	A student may not have two records with graduation codes (ExitType = 7, 15, 22)

Rule ID	Severity	Rule	Detail Message
74735	Error	Target Grad Year is Missing	Target Grad Year is required if Grade Level is 9, 10, 11, or 12
74736	Error	APS data provided for Non-Graduate	These data should only be provided for graduates – i.e., those with Exit Type = 7, 15, or 22
74737	Error	Missing Graduate Data	When ExitType = 7, 15, or 22, then CollegiateEligibility and CareerEligibility must be reported
74738	Error	APS Reported for Non-qualifying Graduate	If College Eligibility = 0 and Career Eligibility = 0 then all other APS-related fields must be empty
74739	Error	APS Academic Option Not Identified	If Collegiate Eligibility <> 0 and is not null or Career Eligibility <> 0 and is not null then Academic Option must = 1, 2, or 3
74740	Warning	Mismatch Target Graduation Cohort and Prior Data	Target Graduation Cohort Year submitted does not match prior value
74741	Error	Non-Student Membership or Attendance	Non-Student (Entry Type = 0) cannot have Aggregate Membership or Aggregate Attendance
74742	Error	Returning Special Education Certificate Recipient Who Is Not Disabled	Student listed as exited as a returned special education student (Exit Type = 18), but the student is not shown as disabled (Disability not in 02-14)
74743	Error	Collegiate Eligibility / Career Eligibility Mismatch	Collegiate Eligibility cannot be reported at a higher scholarship level than Career Eligibility
74744	Error	Missing Aggregate Membership or Attendance	Aggregate Attendance and Aggregate Membership are required for all students enrolled in grades K-12
74745	Warning	Target Graduation Year for Older Student	Warning if Target Graduation Year implies 7 year grad or longer
74746	Error	Student Reported as Dropout with No Entry or Exit Date	A student with ExitType = 12 must have an EntryType <> 0 and not null values in both EntryDate and ExitDate
74747	Error	Unaccompanied is Required when Homeless = Y	When Homeless = Y, then a valid Unaccompanied value must be present
74748	Error	When Homeless = N, then Unaccompanied must be blank	When Homeless = N, then Unaccompanied must be null
74749	Error	Invalid ELPNotAssessed Value Reported	ELPNotAssessed value must be blank when ELStatus = LT, M1, M2, or X
74750	Error	ExitType Conflicts with prior OASIS data	A student who previously graduated (ExitType = 7, 8, 15, 16, 22, 98, or 99) or completed with other credentials (ExitType = 9, 19, 20, or 21) may not be issued a Certificate of Attendance or Certificate of Completion
74751	Error	Requirements for Reported Collegiate APS Eligibility of 1 Not Met	If Collegiate Eligible = 1 then GPA >= 3.50

Rule ID	Severity	Rule	Detail Message
74752	Error	Requirements for Reported Collegiate APS Eligibility of 2 Not Met	If Collegiate Eligible = 2 then GPA >= 3.00
74753	Error	Requirements for Reported Collegiate APS Eligibility of 3 Not Met	If Collegiate Eligible = 3 then GPA >= 2.50
74754	Warning	All students EconDisadv = Y	All students in a single SchoolID were reported as EconDisadv = Y
74755	Error	Invalid Grade Type with Grade AD	If Grade = AD, then EntryType must equal 0
74756	Error	Student Reported as English Learner in Participation Rate Must Be Reported as English Learner in Summer OASIS	A student identified as an English Learner (L1, LP) in Participation Rate must be reported as an English Learner (L1, LP, LT) in Summer OASIS
74757	Error	Ineligible Student Reported with English Learner Language Code	A student identified as not an English Learner (M1, M2, X) must have ELLanguage = 99
74758	Error	Student Entered School After Graduation	A student may not have a record with an EntryDate more recent than the ExitDate of the student's reported graduation
74759	Error	Enrolled Last Day Does Not Match School Calendar	A student is reported as EnrolledLastDay = Y, but ExitDate does not equal the last day of school reported on the school calendar
74760	Error	Not Enrolled Last Day Does Not Match School Calendar	A student is reported as EnrolledLastDay = N, but ExitDate equals the last day of school reported on the school calendar
74761	Error	Requirements for Reported Career APS Eligibility of 1 Not Met	If Career Eligible = 1 then GPA >= 3.50
74762	Error	Requirements for Reported Career APS Eligibility of 2 Not Met	If Career Eligible = 2 then GPA >= 3.00
74763	Error	Requirements for Reported Career APS Eligibility of 3 Not Met	If Career Eligible = 3 then GPA >= 2.50
74764	Error	Duplicate Enrollment	Student cannot have two overlapping records at the same school
74765	Error	K-12 Student in Fall OASIS not submitted in Summer OASIS	Student is included in Fall OASIS, enrolled in K-12, and has Days > 0
74766	Error	Student reported in Participation Rate but not Summer OASIS	Student was enrolled on first day of testing
74767	Warning	Grade level reported in Fall OASIS does not match grade level reported in Summer OASIS	Student's reported grade level differs from Fall OASIS reporting
74768	Error	Migrant Mismatch with Migrant Student Database (Error)	When Migrant = Y, student must be in Migrant Student Database; when Migrant = N, student must either not be in Migrant Student Database in the indicated district
74769	Warning	Migrant Mismatch with Migrant Student Database (Warning)	When Migrant = N, the student is enrolled in a served district, and the student is listed in the Migrant Student Database as a served student in another district

Rule ID	Severity	Rule	Detail Message
74770	Warning	Date of Birth Mismatch with Migrant Student Database	The date of birth in the Migrant Student Database does not match the date of birth in the Summer OASIS record
74771	Error	School must have students enrolled on the last day of membership	A school may not have all students identified as EnrolledLastDay = N
74772	Error	TransGenEdDate Must Be Within Current School Year	If TransGenEd = Y then TransGenEdDate must be within the current school year
74773	Error	A student reported in membership in Fall OASIS must have membership in Summer OASIS	A KG-12 student reported with Days > 0 in Fall OASIS must have at least one record where EntryType <>0 and where AgDA and AgDM are both > 0
74779	Error	When Grade = AD, ExitType must be 22	When Grade = AD, ExitType must be 22
74782	Error	When ExitType = 22 Grade must be AD	When ExitType = 22, Grade must be AD
74790	Error	GPA must be blank unless CareerEligibility = 1, 2, or 3	GPA must be null unless CareerEligibility = 1, 2, or 3
74793	Error	Student Returned for Special Education Services without Receiving a Certificate	Students with ExitType = 18 must have received an ExitType = 9, 19, or 20 in a prior year's Summer OASIS submission
74794	Error	Student with ExitType 22 invalid	A student with ExitType = 22 must have a blank EntryDate, EntryType = 0, and be reported at the same school where reported in the 2015 or 2016 Summer OASIS with ExitType = 19
74795	Error	Student ExitType Reported in Prior and Current Years Summer OASIS Invalid	A student reported in a prior year's Summer OASIS with ExitType 7, 8, 15, 16, 22, 98, or 99 cannot be reported in the current year's Summer OASIS file
74796	Error	Title IA and Targeted Assistance Services Mismatch	A student is reported as Title1=Y, but all Title I Targeted Assistance services are marked as N
74797	Error	Student must be at least 19 years old	If Disability = 0 and Exit Type = 11, then a student must be at least 19 years old on September 1
74798	Error	Student must be at least 21 years old	If Disability is not zero and ExitType = 11, then a student must be at least 21 years old on September 1
74799	Error	TransGenEd date entered for a student who was reported as not transferring to general education	If TransGenEd = N then TransGenEdDate must be empty
74901	Error	Exit Date Before Entry Date	The Exit Date is before the student's Entry Date
74902	Error	Entry Date Before First Day of School	The student's entry date is before the registered school opening day
74903	Error	Exit Date After Last Day of School	The student's exit date is after the registered school closing day
74904	Error	Entry Date Before Birth Date	The student's school entry date is before the student's date of birth

Rule ID	Severity	Rule	Detail Message
74905	Warning	Transfer to General Ed Before Entry	The student's Transfer to General Ed Date is before they entered the school
74906	Error	Immigrant Entry Date Prior to Birth Date	The student is listed as having immigrated to the US prior to being born
74907	Error	Entry Date Prior to US Entry	The student has an Immigrant US Entry Date that is after the student entered the school
74992	Error	Developmentally Delayed Student Age 9 or Older	Developmentally Delayed Student is Age 9 or Older as of October 1

DRAFT

Appendix H: Disability Definitions

Disability Code	Description	Definition - Refer to 4 AAC 52.130 for specific details regarding these general eligibility notes
0	Not receiving special education services	Not receiving special education services
2	Cognitive Impairment	<ol style="list-style-type: none"> 1. Score 2 or more SDs below national norm on individual intelligence test, 2. Exhibit deficits in adaptive behavior, 3. Require special facilities, equipment, or methods, 4. Diagnosed as CI by psychiatrist or psychologist, to include a school psychologist and 5. Certified by IEP Team as qualifying for and needing special education services.
3	Hearing Impaired – Includes Deaf	<ol style="list-style-type: none"> 1. Exhibit a hearing impairment that hinders ability to process linguistic information with or without amplification (deaf) or exhibits a hearing impairment (permanent or fluctuating) that adversely affects educational performance (hearing impaired), 2. Require special facilities, equipment, or methods, 3. Diagnosed as deaf or hard of hearing by physician or audiologist, and 4. Certified by IEP Team as qualifying for and needing special education services.
4	Speech or Language Impairment	<ol style="list-style-type: none"> 1. Exhibit a communication disorder that adversely affects educational performance, 2. Require special facilities, equipment, or methods, 3. Diagnosed speech impaired by physician or SLP, and 4. Certified by IEP Team as qualifying for and needing special education services.
5	Visual Impairment	<ol style="list-style-type: none"> 1. Exhibit a visual impairment 20/70 or poorer in the better eye with correction or a visual field restriction of 20 degrees determined by an optometrist/ophthalmologist which adversely affects educational performance, or a physical eye condition that affects visual functioning to the extent specially designed instruction is needed, 2. Require special facilities, equipment, or methods, and 3. Certified by IEP Team as qualifying for and needing special education services, including a certified teacher of VI.
6	Emotional Disturbance	<ol style="list-style-type: none"> 1. Exhibit one more ED characteristic that adversely affects educational performance, 2. Require special facilities, equipment or methods, 3. Diagnosed as ED by psychiatrist or psychologist, to include a school psychologist and 4. Certified by IEP Team as qualifying for and needing special education services.
7	Orthopedic Impairment	<ol style="list-style-type: none"> 1. Exhibit severe orthopedic impairment that adversely affects educational performance, 2. Require special facilities, equipment or methods, 3. Diagnosed orthopedically impaired by physician, and 4. Certified by IEP Team as qualifying for and needing special education services.

8	Other Health Impairment	<ol style="list-style-type: none"> 1. Exhibit limited strength, vitality or alertness due to chronic or acute health problem that adversely affects educational performance, 2. Require special facilities, equipment or methods, 3. Diagnosed by a physician, and 4. Certified by IEP Team as qualifying for and needing special education services.
9	Specific Learning Disability	<ol style="list-style-type: none"> 1. Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, 2. Limited academic achievement for his/her age and ability levels in one or more areas, 3. LD observation and written report done after referral, 4. Require special facilities, equipment, or methods, and 5. Certified by IEP Team as qualifying for and needing special education services.
10	Deaf-Blindness	<ol style="list-style-type: none"> 1. Exhibit concomitant hearing and visual impairment, 2. Require special facilities, equipment, or methods, 3. Diagnosed as deaf and blind by an optometrist or ophthalmologist and by a physician or audiologist as deaf/blind, and 4. Certified by IEP Team as qualifying for and needing special education services.
11	Multiple Disabilities	<ol style="list-style-type: none"> 1. Exhibit two or more impairments causing severe educational problems, 2. Require special facilities, equipment, or methods, 3. Diagnosed for each disability (from the categories listed here – does not include Deaf-Blind), and 4. Certified by IEP Team as qualifying for and needing special education services.
12	Autism	<ol style="list-style-type: none"> 1. Exhibit a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects educational performance, 2. Require special facilities, equipment or methods, 3. Diagnosed by a psychiatrist or other physician, an authorized advanced nurse practitioner or a psychologist, to include a school psychologist, and 4. Certified by IEP Team as qualifying for and needing special education services.
13	Traumatic Brain Injury	<ol style="list-style-type: none"> 1. Exhibit an injury to the brain by external physical force what results in total or partial functional disability or psychosocial impairment or both that adversely affects educational performance, 2. Impairment in one or more areas: cognition, language, memory, attention, more, 3. Not have brain injuries that are congenital, degenerative, or induced by birth trauma, 4. Require special facilities, equipment, or methods, 5. Diagnosed by a physician, and 6. Certified by IEP Team as qualifying for and needing special education services.
14	Developmentally Delayed	<ol style="list-style-type: none"> 1. 3 through 8 years old, 2. Two SDs below mean or 25% delayed in age equivalency in cognitive development, fine and gross motor, speech and language development, social/emotional development, or self-help skills OR 1.7 SDs below the mean or 20% delayed in age equivalency in 2 or more of the areas, and 3. Certified by IEP Team as a child with early childhood developmental delays.

Appendix I: Alaska Performance Scholarship Program

According to 4 AAC 43.010, the following information shall be provided to determine a student's level of eligibility for the Alaska Performance Scholarship program (APS). Eligibility checklists for 2017 are available at the [Alaska Commission of Postsecondary Education's website](#). Additional questions regarding APS eligibility should be directed to Felicia Swanson at felicia.swanson@alaska.gov or (907) 465-2980.

For the Class of **2017** each High School Senior for the **Collegiate Performance (Element 48)**:

Code 1 - First Award Level (\$4,755/year) The student must have:

Math and Science Academic Option

- ✓ GPA of 3.5 or higher **and**
- ✓ A score of 25 or higher on the ACT; **or**
- ✓ A score of 1680 or higher on the old SAT; **or**
- ✓ A score of 1210 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed four units of Math
 2. Completed four units of Science
 3. Completed four units of Language Arts
 4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 3.5 or higher **and**
- ✓ A score of 25 or higher on the ACT; **or**
- ✓ A score of 1680 or higher on the old SAT; **or**
- ✓ A score of 1210 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed two units World Language (*must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language*)
 2. Completed three units of Math
 3. Completed three units of Science
 4. Completed four units of Language Arts
 5. Completed four units of Social Studies

Code 2 – Second Award Level (\$3,566/year) The student must have:

Math and Science Academic Option

- ✓ GPA of 3.0 or higher **and**
- ✓ A score of 23 or higher on the ACT; **or**
- ✓ A score of 1560 or higher on the old SAT; **or**
- ✓ A score of 1130 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed four units of Math

2. Completed four units of Science
3. Completed four units of Language Arts
4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 3.0 or higher **and**
- ✓ A score of 23 or higher on the ACT; **or**
- ✓ A score of 1560 or higher on the old SAT; **or**
- ✓ A score of 1130 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed two units World Language (*must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language*)
 2. Completed three units of Math
 3. Completed three units of Science
 4. Completed four units of Language Arts
 5. Completed four units of Social Studies

Code 3 – Third Award Level (\$2,378/year) The student must have:

Math and Science Academic Option

- ✓ GPA of 2.5 or higher **and**
- ✓ A score of 21 or higher on the ACT; **or**
- ✓ A score of 1450 or higher on the old SAT; **or**
- ✓ A score of 1060 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed four units of Math
 2. Completed four units of Science
 3. Completed four units of Language Arts
 4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 2.5 or higher **and**
- ✓ A score of 21 or higher on the ACT; **or**
- ✓ A score of 1450 or higher on the old SAT; **or**
- ✓ A score of 1060 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed two units World Language (*must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language*)
 2. Completed three units of Math
 3. Completed three units of Science

4. Completed four units of Language Arts
5. Completed four units of Social Studies

For the Class of **2017** each High School Senior for the **Career/Technical Performance (Element 49):**

Code 1 - First Award Level (\$4,755/year) The student must have:

Math and Science Academic Option

- ✓ GPA of 3.5 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
 1. Applied mathematics
 2. Reading for information
 3. Locating information **or**
- ✓ A score of 25 or higher on the ACT; **or**
- ✓ A score of 1680 or higher on the old SAT; **or**
- ✓ A score of 1210 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed four units of Math
 2. Completed four units of Science
 3. Completed four units of Language Arts
 4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 3.5 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
 1. Applied mathematics
 2. Reading for information
 3. Locating information **or**
- ✓ A score of 25 or higher on the ACT; **or**
- ✓ A score of 1680 or higher on the old SAT; **or**
- ✓ A score of 1210 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed two units World Language (*must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language*)
 2. Completed three units of Math
 3. Completed three units of Science
 4. Completed four units of Language Arts
 5. Completed four units of Social Studies

Code 2 – Second Award Level (\$3,566/year) The student must have:

Math and Science Academic Option

- ✓ GPA of 3.0 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
 1. Applied mathematics
 2. Reading for information
 3. Locating information **or**
- ✓ A score of 23 or higher on the ACT; **or**

- ✓ A score of 1560 or higher on the old SAT; **or**
- ✓ A score of 1130 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed four units of Math
 2. Completed four units of Science
 3. Completed four units of Language Arts
 4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 3.0 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
 1. Applied mathematics
 2. Reading for information
 3. Locating information **or**
- ✓ A score of 23 or higher on the ACT; **or**
- ✓ A score of 1560 or higher on the old SAT; **or**
- ✓ A score of 1130 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed two units World Language (*must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language*)
 2. Completed three units of Math
 3. Completed three units of Science
 4. Completed four units of Language Arts
 5. Completed four units of Social Studies

Code 3 – Third Award Level (\$2,378/year) The student must have:

Math and Science Academic Option

- ✓ GPA of 2.5 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
 1. Applied mathematics
 2. Reading for information
 3. Locating information **or**
- ✓ A score of 21 or higher on the ACT; **or**
- ✓ A score of 1450 or higher on the old SAT; **or**
- ✓ A score of 1060 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed four units of Math
 2. Completed four units of Science
 3. Completed four units of Language Arts
 4. Completed four units of Social Studies (*1 unit in foreign language, Alaska Native language, fine arts, or cultural heritage may be substituted for 1 unit in social studies*)

OR

Social Studies and Language Academic Option

- ✓ GPA of 2.5 or higher **and**
- ✓ Composite WorkKeys score of 13 or higher, with no score lower than 4, in the following subject areas:
 1. Applied mathematics
 2. Reading for information
 3. Locating information **or**
- ✓ A score of 21 or higher on the ACT; **or**
- ✓ A score of 1450 or higher on the old SAT; **or**
- ✓ A score of 1060 or higher on the new SAT
- ✓ Met the state's subject matter requirements for high school graduation **and**:
 1. Completed two units World Language (*must be in the same language, and may be foreign language, Alaska Native language, or American Sign Language*)
 2. Completed three units of Math
 3. Completed three units of Science
 4. Completed four units of Language Arts
 5. Completed four units of Social Studies

Appendix J: Migratory Child Definition

Each district is required to track and report upon students who have been certified as an eligible migrant student through the migrant student identification and recruitment process, regardless of whether the student received services from the migrant program.

The definition of “migratory child” comes from Title 34 of the Code of Federal Regulations [34 CFR 200.81(d)]:

(d) Migratory child means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work

(1) Has moved from one school district to another;

(2) In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or

(3) Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Migrant students must be certified as eligible by the state before being reported as a migrant student. Please contact Sarah Emmal, Migrant Program Manager, at sarah.emmal@alaska.gov or (907) 465-3826 should you have questions or require additional information.

Appendix K: State Report Manager (SRM) Record Layout

The table below represents the field names that are needed in the header to submit the Summer OASIS data file through the State Report Manager (SRM). Each field must be used exactly as presented below. Any substitutions, changes, or deletions will stop the processing of the data file. The error message that results in SRM is: "One or more required fields are missing" (error #67000). This header with data must be submitted as a CSV (comma delimited) or TXT (tab delimited) file through the SRM portal (see Appendix F for detailed directions).

This header can also be found in Excel format on the DEED Forms and Grants website at the following link: <http://www.eed.alaska.gov/forms/home.cfm>. Place "OASIS" in the **Search by Form Title Keyword** field. The form will be called **Summer 2017 OASIS SRM Column Heading Template**.

Field Name	Field #	Field Description	Type	Length	Status
AKSID	1	Alaska Student Identification Number	Number	10	Required
LocalID	2	District Student Identification Number	Number	15	Optional
LastName	3	Student Name - Last	Text	35	Required
FirstName	4	Student Name - First	Text	35	Required
MiddleName	5	Student Name - Middle (or Middle Initial)	Text	35	Optional
Suffix	6	Name Suffix	Text	8	Optional
City	7	City/Town/Village	Text	30	Required
Zip	8	Zip Code	Number	5	Required
BirthDate	9	Birth date	Date	8/10	Required
Gender	10	Gender	Text	1	Required
Race	11	Race or Ethnicity	Number	1	Required
SchoolID	12	School Identification Number	Number	6	Required
Grade	13	Student Grade Level	Text	2	Required
Disability	14	Disability	Number	2	Required
IEPJuly1	15	IEP in Place on July 1	Y/N/X	1	Required
TransGenEd	16	Transfer to General Education	Y/N/X	1	Required
TransGenEdDate	17	Transfer to General Education Date	Date	8/10	Conditional
EntryDate	18	Entry Date	Date	8/10	Conditional
EntryType	19	Entry Type	Number	2	Required
ExitDate	20	Exit/Withdrawal Date	Date	8/10	Conditional
ExitType	21	Exit/Withdrawal Type	Number	2	Required
EnrolledLastDay	22	Enrollment - last day of school	Y/N	1	Required
EL_Status	23	English Learner Status	Text	2	Required
EL_Language	24	Bilingual/English Learner Language Type	Number	2	Required
ELPNNotAssessed	25	ELP Not Assessed Reason	Number	1	Conditional
AgDA	26	Aggregate Days Attendance (AgDA)	Number	6	Conditional (999.99)
AgDM	27	Aggregate Days Membership (AgDM)	Number	6	Conditional (999.99)
FullDayUnexcused	28	Full Days of Unexcused Absences	Number	3	Conditional (Integer)
EconDisadv	29	Economically Disadvantaged (Low Income)	Y/N	1	Required
Migrant	30	Migrant	Y/N	1	Required
Title1	31	Title IA Student	Y/N	1	Required
Title1-Math	32	Title IA Math	Y/N	1	Conditional
Title1-Reading	33	Title IA Reading/Language Arts	Y/N	1	Conditional
Title1-Science	34	Title IA Science	Y/N	1	Conditional
Title1-SocStud	35	Title IA Social Studies	Y/N	1	Conditional
Title1-CTE	36	Title IA Vocational/Career	Y/N	1	Conditional
Title1-OtherInstr	37	Title IA Other Instructional	Y/N	1	Conditional
Title1-Health	38	Title IA Health Services	Y/N	1	Conditional
Title1-Guidance	39	Title IA Guidance/Advocacy	Y/N	1	Conditional

Title1-OtherSupp	40	Title IA Other Support	Y/N	1	Conditional
Immigrant	41	Immigrant Student	Y/N	1	Required
USEntryDate	42	Immigrant Student – First U.S. Entry	MM/YY	5/7	Required (If IMM = Y)
ActiveDuty	43	Active Duty Parent/Guardian	Y/N	1	Required
Homeless	44	Homeless Student	Y/N	1	Required
Unaccompanied	45	Unaccompanied Homeless Youth	Y/N	1	Conditional (Homeless =Y)
HomelessRes	46	Homeless Student – Night Residence	Number	1	Conditional
TargetGrad	47	Target Cohort Graduation Year	Number	4	Conditional
CollegiateEligibility	48	Collegiate Performance Scholarship Eligibility	Number	1	Conditional
CareerEligibility	49	Career/Technical Performance Scholarship Eligibility	Number	1	Conditional
AcademicOption	50	Academic Option	Number	1	Conditional
GPA	51	Grade Point Average	Number	4	Conditional (9.99)
Notes	52	Notes	Text	35	Conditional (Required If ELStatus = 30 - Other; enter English Learner Language Type or if ELPNotAssessed = 9 – Other; enter reason not assessed)

Note: Field names must match header exactly in the file that you submit through SRM or your file will not upload properly.

Appendix L: A Guide to Frequently Asked Questions

1. Why is this data being collected and why should I get it in on time?

One goal of the Summer OASIS data collection is to reduce the reporting burden on school district personnel by consolidating data collections and eliminating redundancy in federal program reporting.

By collecting information at the student-level we can aggregate data for counts, calculate indicator rates and link to other student-level databases. Erroneously reported end of year data can be damaging to the school district's dropout, graduation, and attendance rates.

However, for the department to successfully utilize the Summer OASIS data it is very important that the information be sent in by **July 15th**. Late submission of data from even one district delays accurate calculation and reporting for federally required data collections. **This can lead to additional consequences for noncompliant districts.**

The Summer OASIS data collection is also being used to collect and report eligibility data for the Alaska Performance Scholarship. Without these data, otherwise eligible graduates from your district will not be awarded scholarships.

AgDA/AgDM Questions

2. How do I calculate AgDA and AgDM?

AgDM (aggregate days of membership) is the total number of days that a student was *enrolled* during the 2016-2017 school year. For a returning student, begin counting with the official first day students attended school (different schools may have different first days - check the official school calendar). For a transfer or returning student, begin counting with the first day that the student was enrolled **during this school year (July 1, 2016 - June 30, 2017)**.

Stop counting on the last day that the student was officially enrolled. When counting the total number of days that a student was enrolled, **do not include** Summer School Days, Inservice Days, Holidays, Vacation Days, Teacher Work Days, and Parent Teacher Days. These days do not count toward the minimum requirement.

Do include the days that the student was absent, but still enrolled in school.

AgDA (aggregate days of attendance) is the total number of days that a student *attended* school during the 2016-2017 school year. For a newly enrolled student, begin counting with the first day that the student attended school. For a transfer or returning student, likewise begin counting with the first day that the student attended school **during the current school year (July 1, 2016 - June 30, 2017)**. **Do NOT start counting before the official first day that students attended - check the official school calendar.** Skip days that the student was absent and stop counting on the last day that the student attended or the official last day of school that students attended. **Include the last day of school if the student attended.** When counting the total number of days that a student attended school, do not include Summer School Days, Inservice Days, Holidays, Vacation Days, Teacher Work Days, and Parent Teacher Days not meeting the minimum hour requirement.

Example: If a student was enrolled at the beginning of school, attended for 10 days, and then dropped out, enter 10 on the first row/record for the AgDM and AgDA. If the same student then returned after Christmas break and re-enrolled and attended school for 20 days, you would start another row/record and enter 20 for the AgDM and AgDA. The student's other information would be duplicated with the exception of the Entry Date, Entry Type, Exit Date, Exit Type, AgDM, and AgDA.

3. How are days of attendance and membership for Pre-K students reported?

Districts are required to maintain internal attendance records for Pre-K students. These records may be audited by School Finance for foundation funding purposes. As AgDA and AgDM are not part of DEED's required reporting for Pre-K students, a null value is allowable for Pre-K students only.

4. What is a day of attendance and how are partial days of attendance calculated?

The definition of a day of attendance and how to record partial days of attendance are both addressed in the Student Data Reporting Manual, adopted by reference:

Day of Attendance - Students are counted in attendance when present at school. Days of attendance do not include inservice days. Attendance shall be recorded based upon the percent of the student's normally scheduled instructional day. *For example, a student who is normally scheduled for two hours per day as a part-time student would be recorded with half a day in attendance if he were absent for one hour. The sum of a day of attendance and a day of absence must equal one.* A student may be counted present only when he or she is actually at school or is present at another school-sponsored instructional program. This may include authorized independent study, work-study programs, academically related field trips and instruction for homebound students. It does not include "making up" school work at home, or activities sponsored by private individuals or groups. Correspondence school students are counted in attendance as long as they are in membership. Homebound students are counted in attendance, if they are receiving at least ten hours of instruction per week by an itinerant teacher.

5. Why aren't Inservice Days included in the AgDA and AgDM calculations?

AgDA and AgDM calculations are defined by the following Alaska Administrative Code:

4 AAC 06.895 Report card to the public

(i) Each school shall compute and report the information required by AS 14.03.120 (d)(5) and this section as follows:

(1) the attendance rate is a fraction, expressed as a percent, the numerator of which is the aggregate daily attendance during the regular school year, and the denominator of which is the aggregate daily membership for the school year; the aggregate daily attendance is the sum of the days present for all students when school is in session during the school year; the aggregate daily membership is the sum of the days present and absent for all students when school is in session during the school year; **inservice days are not included in the computation**; for the purposes of this paragraph, a student is considered present if physically present at the school or engaged in a school activity even if the activity is away from the school.

6. Why are Full Day Unexcused Absences being reported when we already report the days of attendance and membership?

AgDA is a partial day measure, meaning that the count does not distinguish between two half-days of absence and one full-day of absence, nor does it distinguish between excused and unexcused absences. Because of these reasons, Full Day Unexcused Absences cannot be inferred from attendance and membership numbers.

Districts were previously required to report full day unexcused absences on an event-by-event basis. The need for collecting event-based unexcused absence data has been eliminated by adding this single field to the Summer OASIS collection.

Special Education Questions

7. Do I use a certain date in determining which students with disabilities should be included with a disability code?

No, all students who received special education services at any point during the reporting period should have their disability recorded. This includes students who transferred to general education at some point during the reporting period.

8. Should I report Entries and Exits such as when a student is initially tested or when a parent declines services?

No, these events do not qualify as entries or exits as the student remains continuously enrolled during these events. With the exception of Disability Category, IEP in Place July 1, Transfer to General Education, and Transfer to General Education Date fields, special education students should be reported the same as other students.

9. What students should receive a Y(es) in the IEP in Place on July 1 field?

Only students who had an IEP in place *in Alaska* on July 1, 2016 should receive a Y(es) in this field.

10. How do I determine which students should be marked Y(es) for Transfer to General Education?

If a student had an IEP in place on July 1, 2016 and then transferred to general education at any point during the school year before June 30, 2017 enter Y in the Transfer to General Education field. This means the student is still in school, but no longer receiving special education services. **This also applies to students for whom consent for special education services has been revoked, either by the parent or by a student who is 18 years of age or older.**

Students who leave special education because they left school (graduated, dropped out, etc.) should NOT be marked Y based on those exit events.

Any student marked Y for Transfer to General Education must have an associated Disability Category. *(This question refers to element 16 – Transfer to General Education.)*

11. At what age does a student with disabilities reach the maximum age for services?

A student with disabilities who has not been issued a regular diploma may be provided SpEd-related services until reaching the age of 22. If a student with disabilities is 21 years of age on September 1 and will turn 22 prior to the completion of the following school year, that student may, in Element 21, receive an Exit Type of **11** (reached maximum age for services and did not receive a diploma or certificate of achievement).

Completion Questions

12. How should I code a student who is recorded as a graduate from two schools in the district?

If your district has graduates who are dually enrolled within the district, the graduation Exit Type must be assigned to only one of the schools that the student attends. Use Exit Type of 17 for the enrollment record at the other school and put "Graduate" in the associated notes field. *(This question refers to element 21 – Exit/Withdrawal Type.)*

13. Should a correspondence student be reported as a graduate if it is known that he/she graduated from a brick and mortar school (or vice versa)?

A student may only graduate from one school. The first school to issue a diploma will be considered the school of record, unless extraordinary circumstances exist. If a student is receiving credit from multiple programs at the time of graduation, the programs must agree upon a primary school of record. Report a student as a graduate only if that student is receiving a diploma from the reported school of record.

14. How should mid-year graduations be reported?

The district should report the appropriate exit code and the final date the student attended classes. Please note that students cannot re-enroll following the receipt of a diploma. An error will be generated for a student who is reported as a mid-year graduate then returning for additional services later in the school year.

15. How should prior summer graduates be reported?

If your district has students graduating with a diploma during the prior summer (July 1, 2016 to the beginning of school, fall 2016), report these students with an Entrance Type 0 (zero) and Exit Type 15. Leave the Entrance Date blank. Put in the official graduation date in the Exit Date.

16. How should students be reported when being issued a diploma by a public school in Alaska under the Interstate Compact on Educational Opportunity for Military Children?

Students who did not enroll in an Alaska public school during the current year, but who are eligible for a diploma under the compact, should be coded with Entry Type 0 (zero) and the Exit Type that most accurately reflects the student's graduation. This will usually be Exit Type 7. Leave the Entry Date blank. The Exit Date will reflect the date the diploma is issued. In the Notes field, identify the student as "Interstate Compact Graduate."

17. After submitting our Summer OASIS file, we discovered that we reported students as graduates who did not complete their coursework on time, and/or reported students as not graduating when they were issued a diploma by June 30. How do we address these situations?

When Summer OASIS is submitted, the district is certifying that the information is complete and accurate. DEED uses this information for many purposes, including federal data reporting, calculating accountability measures – including graduation rate – and determining which students are eligible to return in the fall.

Students who are reported as graduates are considered to have completed their schooling and are ineligible for further funding. Students who are not reported as graduates count against the district's cohort graduation rate and these students are ineligible to receive the Alaska Performance Scholarship until after the following year's Summer OASIS, when the district can report the student as a prior summer graduate.

If individual errors are discovered, they are to be reported to DEED *no later than August 16*. DEED will not accept changes to a student's reported graduation status after this date to allow a student to be included on the following year's Fall OASIS report or to receive an Alaska Performance Scholarship.

In order to assist districts to accurately assess whether their graduating class has been correctly reported, district staff may request cohort rosters for delivery in early August. These rosters provide information regarding which students are part of the district's cohort group and whether or not they were reported to DEED as graduates. To request a cohort roster, contact Eric Caldwell at eric.caldwell@alaska.gov.

18. What is the difference between a Certificate of Completion, a Certificate of Attendance, and a Certificate of Achievement?

4 AAC 06.790 was amended to differentiate between these three terms, and has been amended again to remove the Certificate of Achievement due to the repeal of the requirement for a College and Career Ready Assessment. The definitions are as follows:

- **Certificate of Completion** means a certificate earned by a student who is not able to complete regular or substitute courses described in 4 AAC 06.078(a), takes the alternate assessment described in 4 AAC 06.775(b), and completes the IEP goals.
- **Certificate of Attendance** means a certificate earned by a student who is not able to complete regular or substitute courses described in 4 AAC 06.078(a), takes the alternate assessment described in 4 AAC 06.775(b), and completes at least 4 years of attendance in high school.
- **With the repeal of the requirement for a College and Career Ready Assessment, no new Certificates of Achievement may be issued.**

While the difference may appear granular, the difference between a Certificate of Completion and a Certificate of Attendance is whether or not a student completed his or her IEP goals. If completed, the student should be issued a Certificate of Completion. If not, the student should be issued a Certificate of Attendance.

19. How should early graduates (i.e., students who graduate in fewer than four years) be reported?

Early graduates are reported the same way as other students. The grade level will reflect the student's grade level upon entry, even if the grade level at that time was less than twelve, and the exit type will be the same as for any other graduate (generally Exit Type 7). Under no circumstance should a district create a new line of data for the sole purpose of listing a graduating student as being in grade 12.

20. May a district issue a diploma to a student who received a Certificate of Achievement during the 2014-2015 or 2015-2016 school year who later met the College and Career Ready Assessment (CCRA) requirement?

Yes. The Alaska State Board of Education & Early Development adopted regulatory changes in September 2015 (4 AAC 06.718) that allows a district to award a diploma to a former student who already holds a Certificate of Achievement who later took a CCRA. Please code the student's Summer OASIS record with Null values for the Entry Date and Entry Type, an Exit Date that matches the date on which the diploma was issued, and an Exit Type of 22. **Note: A student who was issued a diploma during the one-day sunset on June 30, 2016 and later took a CCRA may not be issued a second diploma.**

21. Does a student with an IEP and a modified course plan have to complete at least four years of high school to earn a Certificate of Completion?

Yes. Note that a modified course plan is not the same as the substitute courses described in 4 AAC 06.078(a). Students taking substitute courses under this regulation take **PEAKS**, not DLM. Substitute courses are aligned with the Alaska English/Language Arts and Mathematics standards – not the essential elements.

22. Will every student (other than one who drops out, dies, or transfers) eventually receive some type of certificate or diploma?

No. General education students will stop receiving state-funded services after age 20. Special education students may receive services through age 22 and receive a Certificate of Attendance regardless of whether IEP goals have been completed.

23. To assure that the district will receive funding for students after four years of high school, should a certificate be deferred if the IEP team determines a need for students to receive services through age 22?

A certificate should not be deferred. A diploma or a **Certificate of Completion** signals the end of services; however, a **Certificate of Attendance** does not. If a certificate holder returns for SPED services, the district will code the student with an Exit Type of 18 in subsequent Summer OASIS files. **While a student who is reported as receiving a Certificate of Attendance cannot later be reported as receiving a Certificate of Completion, districts are still encouraged to issue a Certificate of Attendance once achieved. Aside from the benefits derived from completing his or her IEP goals, there are no tangible benefits that the student gains from receiving a Certificate of Completion.**

Dropout Questions

24. Which students should be coded as dropouts?

Any student (grades 1-12) who discontinues schooling for any of the following reasons should be coded as a dropout:

- pursuing GED
- administrative drop
- entering military without receiving a diploma
- employment
- expulsion
- failing
- family problems
- pregnancy
- alcohol/drug dependency
- prolonged illness
- transfer into non-district sponsored home schooling
- transfer into any academic program that does not terminate in a diploma
- truancy
- unknown reasons for school withdrawal and no formal request for transfer of student's records

A student who transfers to a non-district sponsored home school environment is a dropout unless he/she enrolls in a correspondence program that terminates in a diploma. (When district dropout totals are calculated, DEED verifies whether dropouts have enrolled in another district. If student has enrolled elsewhere, that student is not counted in the numerator of the dropout rate).

A student who transfers to a private school that terminates in a diploma is not considered a dropout; however, a student who discontinues public school and enrolls in a credit recovery program is to be reported as a dropout.

A student who leaves school with a certificate of attendance in lieu of a high school diploma, returns to school within the same reporting year, and then drops out in the same reporting year will be counted as a dropout for the year.

25. How do I determine if a student is considered a Summer Dropout (coded as Entry Type 0, Exit Type 0, and blank Entry and Exit Dates)?

A student (grades 7-12 only for Summer Dropouts) who completed the 2015-16 school year but did not return to school at the beginning of the 2016-17 school year and who did not have a formal transcript request or confirmed transfer event should be reported as a Summer Dropout with an Entry Type of 0

and Exit Type of 0. Leave the Entry Date and Exit Date fields blank. Summer Dropouts who are reported with an Exit Type of 12 will trigger a fatal error.

26. Will a student who drops out more than once be counted as a dropout multiple times when calculating the district's dropout rate?

A dropout is only counted once in the dropout rate numerator. Once all Summer OASIS files are received, student dropouts will be deleted from the dropout rate numerator if the student later enrolled in another school or district within the same school year or if the student re-enrolled in the same school and completed the school year. Email Eric Caldwell at eric.caldwell@alaska.gov after September 1 if you need a full reporting of which students will be counted in your district's dropout rate denominator.

27. How do I code a student who goes on an extended family vacation?

A student who discontinues schooling but is expected to return (due to lengthy family vacations, illness, etc.) should **not** be coded as a dropout. His/her days absent should be subtracted from his/her AgDA, but not from his/her AgDM. If the student has been formally withdrawn, do not include any days after the formal withdrawal in the student's AgDM.

28. How do I code a student who returns to school late from summer break?

If a student returns *after October 1st* (unless the student enrolled late for a valid reason that the district recognizes) report them on one row/record as a Summer Dropout with an Entry Type of 0 and Exit Type of 0, leaving the Entry & Exit Dates blank. Next, report them on another row/record as you would with any other returning Dropout with an Entry Type of 7. If the student returns *before October 1st*, report them as you would a regular returning student with absences at the beginning of the year.

Email Eric Caldwell at eric.caldwell@alaska.gov if you believe there are special circumstances that need to be considered.

29. How should a foreign exchange student not on a diploma track be coded?

A foreign exchange student not on a diploma track would be coded with an Entry Type of 3 (transfer from a public school in a different state or country) and an Exit Type of 3 (transfer to a public school in a different state or country). The school district should retain copies of the student's foreign exchange paperwork in the student's permanent file. All other student data are reported in Summer OASIS in the same manner as traditional students.

30. How should an expelled student be coded?

An expelled student should be coded as a dropout. If the student re-enrolls in another school/district, then that student is removed from the dropout rate numerator.

31. How should an expelled student who is verified to have enrolled in a public school in another state be coded?

The student should be coded as a student Exit Type 3 (transfer to a public school in a different state or country).

Free-Lunch & Low-Income Questions

32. Do I use a certain date in determining whether a student is considered Economically Disadvantaged (Low Income)?

The Economically Disadvantaged (Low Income) information may reflect the most recent student information available.

33. Why isn't the Economically Disadvantaged (Low Income) pulled from the state's free lunch information?

DEED only receives the total count of students receiving free/reduced lunches. Unless the entire district qualifies, DEED would not know which students qualify and which would be considered low income. If a school or district does not participate in the free/reduced lunch program, the school/district must still report Economically Disadvantaged students according to the criteria specified in *Alaska Income Eligibility Guidelines for Free and Reduced Meals*, as defined in 4 AAC 06.899.(5) (See Appendix B).

34. If a student is Free/Reduced lunch qualified (often used to determine Low Income/Economically Disadvantaged status) at some point of the year, is he/she qualified the entire school year even if he/she exits the Free/Reduced lunch program and/or exits the school?

Yes. A student who is qualified at any point of the school year is qualified for the entire school year.

35. May we report all Migrant eligible students as Low Income/Economically Disadvantaged?

If a student qualifies as Migrant, then he/she is eligible for free/reduced lunch. The district may, at its option, consider all Migrant eligible students as Low Income/Economically Disadvantaged. Alternatively, the district may choose to survey in order to classify Migrant students as Low Income or not Low Income according to the eligibility guidelines in 4 AAC 06.899.(5).

36. What is the free/reduced lunch eligibility status of a student who qualified at some point for free/reduced lunch benefits but then later in the school year had low income or migrant benefits withdrawn or denied?

A student who is determined to be eligible for free/reduced lunch benefits at any point during the school year is considered eligible for the entire school year.

37. How do districts determine the economically disadvantaged (low-income) status of individual students at schools that do not collect free lunch applications or do not collect free lunch applications annually?

Schools subject to the Community Eligibility Provision (CEP) do not collect meal applications, while Provision 3 schools do not collect applications annually. For CEP and Provision 3 schools that do not collect meal applications and for schools without a National School Lunch program, the following students should be coded as economically disadvantaged:

- All directly certified students: TANF, SNAP (food stamps), and foster care
- All categorically eligible students: migrant, runaway, and homeless
- All students identified as low income through other official means: Title I Sample Survey, meal applications submitted when not required

English Learner Questions (Formerly LEP Questions)

- 38. If a student is qualified as an English Learner at some point of the school year, is he/she qualified the entire school year even if he/she exits the English Learner program and/or exits the school?**

Yes. While an English Learner may stop receiving program services, he or she must meet the exit criteria of being proficient once on the ELP assessment, so an English Learner is considered EL until the end of the school year when the exit determination may be made.

- 39. How should a student be coded on English Learner Status (element 23) if he/she was identified as an EL eligible student during the reporting period and scored at the overall proficient level on the spring state-approved assessment of the English language proficiency?**

Code this student with the LT code as the student is considered an English Learner for the entire reported school year. The LT code indicates the student has met the criteria to exit EL status at the end of the reported school year. In the next school year, this student would be coded as M1 (first year of monitoring for a former English Learner).

- 40. How should a student be coded for English Learner Status (element 23) if he/she was assessed as an English Learner between July 1 and June 30 of the reported school year and was identified as EL eligible?**

Code such a student with code 'L1' when he/she is in the first year of identification as an English Learner.

- 41. How should a student be coded on English Learner Status (element 23), who was coded as an M2 on the Participation Rate reporting?**

Code such a student with a code 'M2' on this reporting also. Next year such a student would be coded as 'X' (not an English Learner).

- 42. How should students be coded who are not potential English Learners or EL-eligible students?**

On element 23, code these students with an 'X'. On element 24, code these students with a '99'

Entry/Exit Questions

- 43. How do I report a student who is enrolled simultaneously in more than one school?**

Report the student on multiple rows. The student is reported as simultaneously enrolled and attending in each school regardless of whether they are regular, alternative, or correspondence programs.

- 44. How do I code a returning student who enters school at the beginning of the school year, is enrolled for the entire school year, and is expected to continue on in the same school the next year?**

A student who is enrolled the entire school year will have one row/record with an Entry Date matching the official first day of school for students (not teachers) and an Exit Date matching the official last day of school for students (not teachers). Use Entry Type 10 for Returning Students. Use Exit Type 14 for a PK-11th grade student expected to continue on the next year or Exit Type 13 for a 12th grade student who did not graduate, but is expected to return as a 12th grade student.

45. How do I code a student who enters and exits school enrollment several times during the school year?

A student who enters and exits schooling several times during the school year must have multiple rows/records reflecting the student's multiple entry and exit dates. These students will also have multiple entry and exit types as well as multiple AgDA and AgDM counts. **Do not combine multiple entries and exits into a single row/record.**

46. How do I code a private school student who is taking public school classes, but is not going to graduate from the public school?

Private school students taking public school classes will be assigned an Entry Type of 5 and Exit Type of 5. The student's Exit Date will be the official last day of the public school attended.

47. How do I code a student who is enrolled in a public school but has been referred outside the district for special education services in a residential setting?

When a school district is fiscally responsible for providing a student's residential special educational services outside of the district, the district should report the student as being enrolled and in attendance at the school where the student would normally be receiving services if the disability was not an issue.

48. Should I report a mid-year student grade promotion or demotion as an entry and/or exit?

No, do not report mid-year grade promotions/demotions *unless* the student changed schools. If a student is promoted or demoted mid-year and as a result *changes schools* within the same district, code the student with an Exit Type of 1 from the school he/she is leaving and an Entry Type of 1 for the school he/she is entering.

For general students who are continuing on at the end of the school year, code their grade level as it was at the beginning of the year (to match Fall OASIS) and use Exit/Withdrawal Type 14 (*or Exit/Withdrawal Type 13 for returning 12th graders*).

49. How does the district account for a student who was reported at the end of 2015-2016 as expected to return (Exit Types 13 and 14), did not return in 2016-2017, and transferred elsewhere or who was reported at the end of 2015-2016 as transferring to another Alaska public school district (Exit Types 1 and 2) but actually transferred to a private school or a school outside of Alaska in 2016-2017?

The district should report Entry Type 0 (non-enrolled student) and an Exit Type that indicates whether the student transferred to another Alaska district (2), to a different state or country (3), to a private school (5), or to a correctional institution with a diploma-track education (6). If the student's status is unknown and/or the student was not received by a diploma-track program, the student should be coded as a summer dropout (0). The Entry Date and the Exit Date must remain null. Aggregate Days of Attendance and Aggregate Days of Membership must both remain null.

Accurately reporting these transfers will assist the district and DEED in identifying your district's and schools' true cohort groups, which will improve the accuracy of the reported cohort graduation rates.

50. What grade level do I report for a student who previously exited with a Certificate of Achievement in School Year 2015 or 2016, then was issued a regular diploma (Exit Type 22) after taking a College and Career Ready Assessment in 2017?

Because these students were exited from the Alaska public school system with a certificate prior to the issuance of a diploma, they should be coded as adults (Grade = AD).

51. What is a credit recovery program (Entry Type 11)?

A credit recovery program is an academic program which allows students to retake courses and receive high school credit in an alternative setting.

52. A student has left school to attend the Alaska Military Youth Academy (AMYA). What exit type should be used?

A student must have previously discontinued schooling to be eligible for services through AMYA. Therefore, the student must be reported with Exit Type 12.

53. A student is returning to school following a period of attendance at the Alaska Military Youth Academy (AMYA). What entry type would be used upon reentry?

Students who return to school after attending AMYA are presumed to have been participating in the credit recovery program. As such, these students should be reported with Entry Type 11.

Alaska Performance Scholarship Questions

54. A graduating student does not qualify for an Alaska Performance Scholarship. What information do I need to provide?

Enter a code of zero (0) for Collegiate Performance Scholarship Eligibility (Element 48) and Career/Technical Performance Scholarship Eligibility (Element 49) to indicate the student is not eligible for an Alaska Performance Scholarship. Elements 50 and 51 must contain null values, as these elements are only entered for students who qualify for an Alaska Performance Scholarship.

55. A student qualifies for the third award level Collegiate Performance Scholarship and the first award level Career/Technical Performance Scholarship. Can I report different scholarship levels for Collegiate and Career/Technical Performance Scholarships?

Yes. Please note that a student can be eligible for a higher level Career/Technical scholarship than Collegiate scholarship; however, the Collegiate scholarship level cannot be higher than the Career/Technical scholarship level, as a student's ACT or SAT score can be used to qualify for both the Collegiate and the Career/Technical scholarship but WorkKeys can only be used to qualify for the Career/Technical scholarship.

56. A student qualifies for the Career/Technical Performance Scholarship but not the Collegiate Performance Scholarship. Can the student use the Career/Technical Performance Scholarship to pursue a college degree?

The Career/Technical Performance Scholarship can be used for attendance in a career and technical certification program, but not for a degree program. Refer to the Alaska Commission on Postsecondary Education website (acpe.alaska.gov) for more details.

57. A student qualifies for the Alaska Performance Scholarship through the Social Studies and Language option. Does this mean the scholarship will be cancelled if the student decides to major in one of the Math and Science fields?

The academic option is provided to offer two different paths to qualify for the Alaska Performance Scholarship. The choice of academic option does not limit the student's course of study at their postsecondary institution.

58. What scores does a student need on the new SAT test to qualify for the Alaska Performance Scholarship?

The qualifying scores on the new SAT are 1210 for Level 1, 1130 for Level 2, and 1060 for Level 3. The new SAT scores required for APS qualification are based on a concordance released by The College Board that compares the new SAT scores with those required under the old SAT score range (600-2400). The concordance may be obtained at <https://collegereadiness.collegeboard.org/educators/higher-ed/scoring-changes/concordance>.

59. Can students combine scores from the old SAT and new SAT test scores?

No. The old SAT consisted of Critical Reading, Math, and Writing sections. The new SAT varies in design, section structure (only two sections instead of three: 1 - Evidence-Based Reading & Writing and 2 - Math), score scale, and measures different academic concepts; therefore, a numerical section score on the old SAT may not be equivalent to a numerical section score on the new SAT. A student qualifying for APS using an SAT combined score will only be allowed to combine section scores from the same version of the test to create a highest combined score.

Migrant Questions

60. If a student is a qualified migrant student at some point of the year, is he/she qualified the entire school year even if he/she exits the migrant program and/or exits the school and/or does not receive migrant program services?

Yes. A qualified migrant student remains qualified for the entire school year.

Active Duty Parent/Guardian Questions

61. Why do I need to report whether a student has a parent or guardian on active duty?

In 2014, the Legislature amended AS 14.03.120 as part of HB 278. The State Board of Education subsequently amended 4 AAC 06.895(l) and 4 AAC 06.899 creating and defining the subgroup for “students from families on active military duty.” Subgroup-level data for students with a parent/guardian on active duty will now be reported in the annual “Alaska’s Public Schools: A Report Card to the Public” publication drafted by the Department of Education & Early Development, as well as the district- and school-level Report Cards completed and distributed by school districts. This information is also a required data element under the Every Student Succeeds Act, which became federal law in December 2015.

62. What are the uniformed services?

Per 10 U.S.C. § 101(a)(5), the uniformed services of the United States include the armed forces – Army, Navy, Air Force, Marine Corps, and Coast Guard – the commissioned corps of the National Oceanic and Atmospheric Administration, and the commissioned corps of the Public Health Service.

63. What is meant by “active duty” in the Alaska National Guard?

“Active duty” in the Alaska National Guard means the parent/guardian is a reservist in an activated status or in a full-time position.

The time a member of the Alaska National Guard spends in training drills – one weekend a month, two weeks per year – is not considered active duty status.